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ABSTRACT

Written by the Minnesota Early Childhood Teacher Educators (MECTE), this booklet focuses on the knowledge and competencies needed by the kindergarten teacher. While the booklet is primarily addressed to college faculty for use in training pre-service kindergarten teachers, it can also be used as a resource for other college faculties, practicing kindergarten teachers, elementary teachers, and others. The booklet was developed specifically to address the following concerns: challenging current trends toward developmentally inappropriate curriculum content and practices; addressing the discrepancy between content in teacher education programs and children's experiences in kindergarten classrooms; examining the need for both commonality and uniqueness in college and university teacher education programs; evaluating current kindergarten practices; developing a comprehensive program for the preservice kindergarten teacher; and interpreting the kindergarten program to parents, administrators, and other educators. Topics covered include the following: an overview of kindergarten; curricular responsibilities; interpersonal responsibilities; and program responsibilities. (DST)

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Kindergarten Excellence:

Knowledge and Competencies of Kindergarten Teachers

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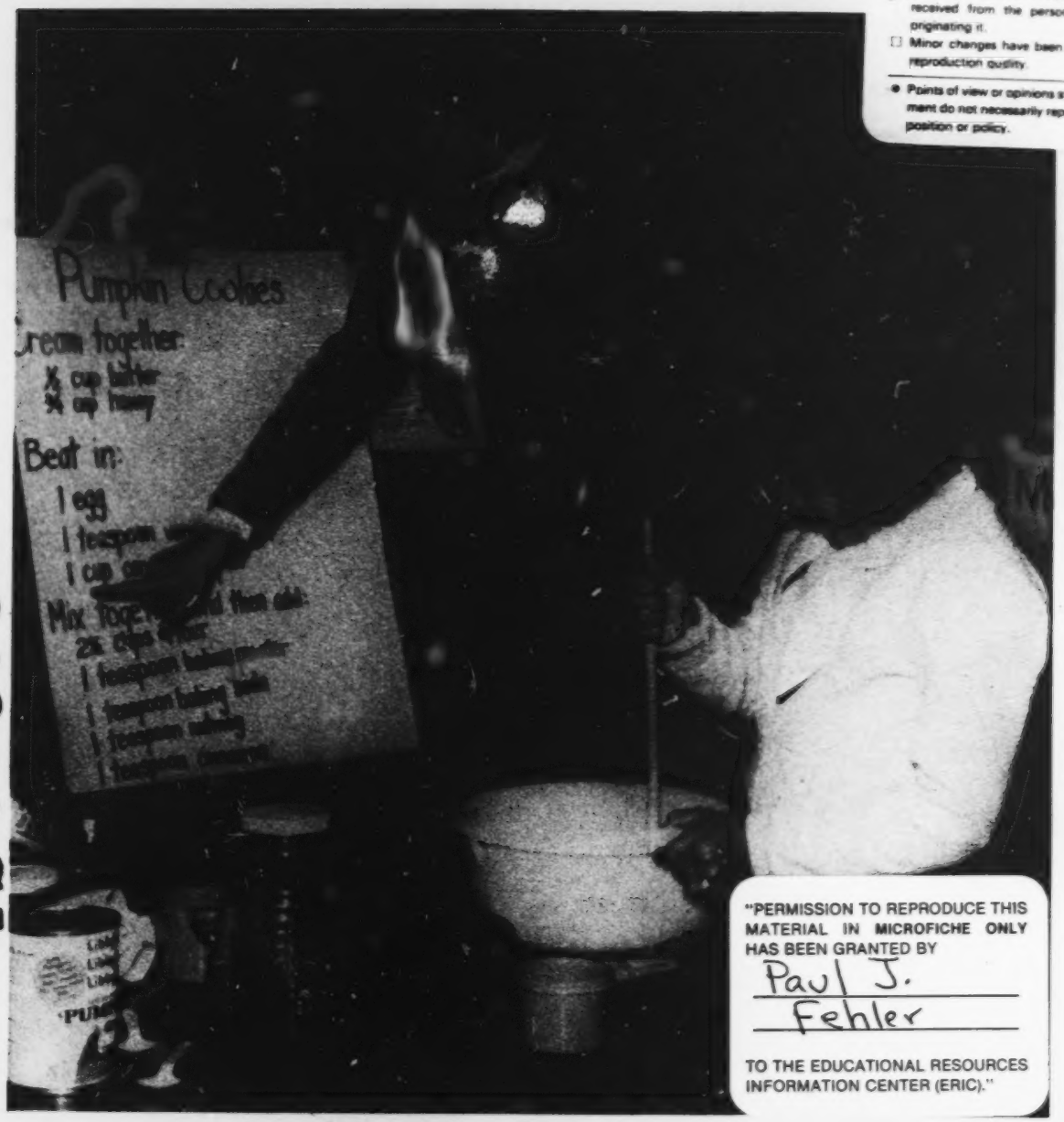

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Kindergarten Excellence:

Knowledge and Competencies

of Kindergarten Teachers

Authored by: Minnesota Early Childhood
Teacher Educators, Kindergarten Task Force

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St. Paul, MN 55101

Dedicated to

Dorothy Dodds

whose foresight, imagination, inspiration,

organization, leadership, dedication,

perseverance, determination and hard work

is responsible for **Kindergarten Excellence**

and

for what happened to all of us

in the process.

The Minnesota Early Childhood Teacher Educators

Kindergarten Task Force

1986

AUTHORSHIP

The Minnesota Early Childhood Teacher Educators (MECTE) consists of faculty from Minnesota private and public colleges and universities preparing students for teaching positions in Kindergarten, prekindergarten, and early childhood special education.

MECTE members include early childhood educators in the following institutions of higher learning.

University System

University of Minnesota - Duluth Campus
University of Minnesota - Twin Cities Campus
University of Minnesota - Morris Campus

State University System

Bemidji State University
Mankato State University
Moorhead State University
St. Cloud State University
Southwest State University
Winona State University

Private Colleges and Universities

Augsburg College
Bethel College
Concordia College - Moorhead
Concordia College - St. Paul
Gustavus Adolphus College
Hamline University
Macalester College
Northwestern College
College of St. Benedict/St. John's University
College of St. Catherine
St. Mary's College
St. Paul Bible College
College of St. Scholastica
College of St. Teresa
College of St. Thomas

Members from MECTE, representatives from the Minnesota Kindergarten Association, and the early childhood specialist from the Minnesota Department of Education constituted the Kindergarten Task Force.

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This Kindergarten Task Force met six times a year for over four years in one- and two- day meetings, and out of these work sessions concensus

regarding the form and content of the document was reached in an atmosphere in which there was an openness to express one's opinions and a willingness to accept divergent viewpoints. The document itself is harmonious in philosophy and approach.

x

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The greatest contributors were the individuals who gave of their personal time, including nights and weekends; their own money for most transportation, meals and lodging; their sharing of creative ideas; their knowledge of resources; and their vast experiences with Kindergarten education.

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a. Corinna Moncada, Early Childhood Specialist, affirmed and coordinated our effort
b. specialists from the elementary and secondary education section reviewed materials in their curriculum areas
c. Cyndy Hanson edited the document
d. Colleen Meath cheerfully typed many revisions of this manuscript and June Kolar also provided secretarial assistance
e. a week of concentrated work by the task force was funded
f. publication and distribution of **Kindergarten Excellence**

Mary McDiarmid contributed many things to the document development. She is acknowledged here for the extra assignment she undertook to format the manuscript and check it for completeness.

The Minnesota Kindergarten Association expressed ongoing interest in this activity, provided expertise of current and retired practitioners, and pledged commitment of funds for the dissemination of the document.

Concordia College, St. Paul, is gratefully acknowledged for the use of their guest house, which provided an ambiance that was conducive to the dialogue, discussion and hard work that was done on **Kindergarten Excellence.**

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Two Kindergarten teachers from the St. Paul Public Schools, Jan Knoefler and Shirley Verner, from Riverview School welcomed a photographer, Peter Schawang, into their classrooms to catch photographs of children in action. Their assistance is gratefully acknowledged.

The prime mover, however, in the development of this document was Dorothy Dodds, to whom this document is dedicated with our love and respect.

PREFACE

Our purpose in writing this document was to evolve a statement of what we believe the Kindergarten experience should be for each child. Since the most important person involved in the implementation of a quality Kindergarten program is the teacher, this document is focused on the knowledge and competencies needed by the Kindergarten teacher.

We want readers to know that this statement of the knowledge and competencies of the Kindergarten teacher was developed by a cadre of highly experienced Kindergarten professionals. Some are former Kindergarten teachers who are responsible now for Kindergarten teacher education programs in institutions of higher learning, some combine careers in Kindergarten classroom teaching with college-level instruction and others are current or retired Kindergarten teachers. There was a broad base of Kindergarten experience shared by the group.

Our interest in, and concerns about, Kindergarten education led us to develop a document which would

a. challenge and counter current trends toward developmentally inappropriate curriculum content and practices
b. address the discrepancy between what is being taught in teacher education programs and children's experiences in Kindergarten classrooms
c. examine the need for both commonality and uniqueness in college and university Kindergarten teacher education programs
d. show in writing the uniqueness of the Kindergarten experience
e. evaluate current Kindergarten practices
f. develop a comprehensive program for the preservice Kindergarten teacher which includes changes in society and in children's lives
g. interpret the Kindergarten program to parents, administrators and other educators

Kindergarten Excellence was written for college faculty for use with pre-service Kindergarten teachers. We also hope it will be a valuable resource for other college faculties, practicing Kindergarten teachers, elementary teachers, administrators, school board members, professional teacher organizations, the Minnesota Board of Teaching, Department of Education and parents.

The process of exploring Kindergarten issues and practices among professionals in a collegial atmosphere resulted in a renewed commitment to developmentally appropriate educational experiences for Kindergarten children. We experienced this as individuals and it was affirmed by the group. It is our hope that as this document is shared, it will engender in the reader this same commitment.

Kindergarten Task Force
Minnesota Early Childhood Teacher Educators

TABLE OF CONTENTS

Authorship vii
Acknowledgements ix
Preface xiii

I. Introduction

Importance of the Early Years 3
Historical Roots 5
The Contemporary Kindergarten 9
The Kindergarten Child 11
The Kindergarten Curriculum 13
The Kindergarten Teacher 15

II. Curricular Responsibilities

Art 19
Health, Nutrition and Safety 25
Language Arts 31
  Listening 32
  Speaking 37
  Writing 41
  Reading 45
  Children's Literature 50
Mathematics 57
Music 63
Physical Education 69
Play 75
Science 81
Social Studies 87

III. Interpersonal Responsibilities

Guiding Children's Behavior 97
Providing for Individual Differences 103
Fostering Home-School Relationships 106
Working with School Adults 108
Using the Political Process 111

IV. Program Responsibilities

Planning 115
Classroom Management 119
Media and Technology 123
Evaluation 127

I. Introduction

THE IMPORTANCE OF THE EARLY YEARS

Each person has the right at every age and stage of development to opportunities for self-actualization. This right belongs to even the youngest child.

Observers of young children have seen their intense and concentrated eagerness to discover and explore their world. The observer notes the development of unique personality characteristics within each child, competent social approaches to other human beings, striving for mastery and control of physical abilities, and reaching out to communicate with others through language.

Only recently have the findings of careful observers of children been documented by research studies. These studies confirm an explosion of development in the early years in the physical, social, cognitive, language and emotional areas.

However, because young children are so inexperienced and dependent, it is possible to coerce or exploit them to meet adult expectations and standards. When this happens, the observer will see conformity, anxiety, passivity and a sameness among children. Or the adult may attribute to the child characteristics that are inherent in the learning environment rather than in the child, such as, "a short attention span," "hyper-activity."

The intelligence, achievement and attitude patterns formed early solidify and characterize the adult the child will become. An adult from a developmentally improverished childhood has less autonomy, initiative, creativity, and fewer appropriate coping skills.

Because we believe the goal of education is to produce both children and adults who are whole persons - happy, compassionate, self-initiating, self-directing, creative, inquisitive and continuing to enjoy learning - it is crucial that we provide early and appropriate opportunities for these qualities to develop.

HISTORICAL ROOTS OF KINDERGARTEN

This timeline consists of

..some thinkers: Froebel, Hall, Dewey and Thorndike;
..some practitioners: Schurz, Peabody, Blow, Wood and Hill; and
..some organizations: International Kindergarten Union, Committee of Nineteen, Teachers College, and the University of Chicago, all of which influenced Kindergarten education in the United States.

Friedrich Froebel

..Began the first Kindergarten in Blankenburg, Germany 1837
.."Kindergarten" means a place where children can grow
..Froebel believed in "self-activity," engagement of the inner self in outward activities that reveal the inner self

Revolution in Germany

..Kindergarten is banned as subversive 1848

Margarethe Meyer Schurz

..Student of Froebel's who came to the United States as a political refugee in 1848
..Started a small, private Kindergarten in Watertown, Wisconsin, for German-speaking children 1856

Elizabeth Palmer Peabody

..Opened the first English-speaking Kindergarten in Boston, based on Froebel's ideas 1860
..Published a journal, Kindergarten Messenger
..Encouraged Milton Bradley to produce Kindergarten materials

Susan Blow

..First Kindergarten teacher trained in the United States 1872
..Opened the first public school Kindergarten in St. Louis, Missouri, as a volunteer teacher with paid aide and 42 children 1873
..Began training programs for Kindergarten teachers. By 1879, there were 131 paid teachers and many skilled assistants.

..Guest lecturer at Teachers College, Columbia University, from 1896 to 1906. She was unsuccessful in maintaining interest in Froebel's ideas for Kindergarten.

Ten million visitors to the Philadelphia Centennial Exposition view Kindergarten exhibits 1876

..Susan Blow demonstrated the St. Louis Kindergarten based on Froebel
..Elizabeth Peabody influenced the development of a Kindergarten exhibit that Americanized the ideas of Froebel.
..E.M. Coe taught an American Kindergarten that included Bible lessons, books, and slates

International Kindergarten Union (IKU)

..Organized Kindergarten teachers professionally 1892
..Numbered 31,000 members in 1918, becoming the third largest educational organization in the world
..Evolved into the Association for Childhood Education International

Stella Louise Wood

..Directed a private school for Kindergarten teachers in Minneapolis, Minnesota 1893
..Member of the Committee of Nineteen
..President of the International Kindergarten Union in 1918 when 2,000 delegates came to the IKU Chicago convention

Patty Smith Hill

..Demonstration Kindergarten teacher in Louisville, Kentucky 1893
..Developed the concept of large wooden blocks for dramatic play
..Developed the Conduct Curriculum which reflected the learning theory of Thorndike and incorporated Dewey's social goals

G. Stanley Hall

..Founder of a movement for the scientific study of the child
..Collected data on child development through parent reports and questionnaires
..Lectured on ideas that conflicted with Froebel's, causing all but Patty Smith Hill and another student to withdraw from the class 1895

John Dewey

..American philosopher, writer and educator
..Developed subprimary curriculum where children learned through play related to daily experiences — 1900
..Believed education should be life itself rather than preparation for life

Edward L. Thorndike

..Believed that the teacher's function is to build good habits and eliminate poor ones
..Used stimulus-response principles for learning in Kindergarten
..Taught at Teachers College with Patty Smith Hill, and encouraged measurement of mental ability

Committee of Nineteen from International Kindergarten Union — 1903-1913

..Formed to clarify agreements and differences in philosophical positions on Kindergarten
..Developed three separate reports:
  Susan Blow wrote a conservative paper endorsing the ideas of Froebel
  Patty Smith Hill wrote a liberal paper subscribing to the ideas of Dewey
  Elizabeth Harrison wrote a compromise paper

Teachers College, Columbia University

..Susan Blow and Patty Smith Hill gave lectures from 1904-1906. Blow represented the ideas of Froebel while Hill brought the newer ideas of Dewey.
..Patty Smith Hill was made director in 1906
..Patty Smith Hill became head of the Kindergarten Primary Department. Her ideas on Kindergarten were influenced by Dewey and Thorndike. — 1915

University of Chicago

..Alice Temple headed the Kindergarten-Primary Department, reflecting Dewey's Kindergarten philosophy — 1929

THE CONTEMPORARY KINDERGARTEN

Present-day Kindergarten programs have taken on new dimensions since the days of Froebel and the early educators. The basic philosophy of the "child's garden" has increasingly had to compete with outside pressures which threaten to redirect that initial purpose.

What has resulted from these pressures is a paradoxical situation. The vast majority of early childhood educators espouse the notion that Kindergarten education retain the focus on the individual. Outside pressures, however, have dramatically changed the reality of classroom programs. The challenge of the future is to bring the philosophy and practices of Kindergarten into proper focus so that Kindergarten fulfills its stated purpose.

What is the contemporary Kindergarten? The contemporary Kindergarten is now recognized as an important education program in every state of the nation. It offers the best model for the integrated approach to content. It can be a prime example of the meld of child growth and development and the curriculum. It demonstrates the acceptance of a wide variety of individual differences and the task of assisting each child in reaching his or her potential. It highlights decision-making and thinking skills over routines and products. It fosters that important early link between home and school.

But these positive contributions have been countered with other needs.

..The increasing pressures for basic skill development have re-directed the Kindergarten's focus to preparation for first grade

..The Kindergarten program and teacher are being asked to do twice as much for twice the number of children and parents in half the time with half the resources

..School budget problems have affected school scheduling patterns (e.g., full-day, alternate-day variations) where saving money takes precedence over the needs of children

..Changing population patterns often swell Kindergarten classrooms with more children than can be handled adequately at that age by one teacher

..Parents working outside the home find child care as major an issue as the educational needs of the child. A full-day program provides greater continuity for the child and avoids transferring the child daily between two programs

..Day care programs for school-aged children have grown rapidly in metropolitan schools to provide children with extended-day activities to meet child care needs. This creates a potential imbalance in the curriculum offered children who stay all day at school and those who go home

THE KINDERGARTEN CHILD

The Kindergarten child's personality and behavior patterns have developed through many natural and nurturing ways and experiences. Each child is a unique individual in spirit, physical being, intellectual growth, learning style, emotional development, temperament, outlook, social development and responsiveness.

In general, the Kindergarten child is physically active and needs many opportunities for movement, play, exploration and the manipulation of materials. The Kindergarten child is intellectually curious and needs a wide variety of experiences: the opportunity to raise and discuss questions; and human and material resources to name, connect, describe, confirm, or challenge ongoing assumptions, perceptions and beliefs. The Kindergarten child tries to make sense of the world. No two children do this in the same way. Socially and emotionally, the Kindergarten child is growing in relationships outside the home and needs many opportunities to talk and interact with peers; to cooperate and to compete; to be dependent and to gain independence; to be secure and to take risks; to be an individual and to conform; and to display, control and accept the emotions and feelings of self and others.

Children come to Kindergarten with a wide range of prior life experiences and influences which contribute to the uniqueness of each child.

Before Birth

- planned-for birth to unplanned-for birth
- wanted child to unwanted child
- healthy environment in the womb to unhealthy environment in the womb
- normal birth to traumatic birth
- good genetic inheritance to defective genetic inheritance

Infancy

- full-term baby to premature baby
- healthy to sickly
- competent parents and caregivers to incompetent parents and caregivers
- stimulating environment to deprived environment
- high verbal interaction to low verbal interaction
- appropriate nutrition to deficient nutrition
- met physical needs to unmet physical needs
- met emotional needs to unmet emotional needs
- met health/medical needs to unmet health/medical needs
- small family to large family
- birth order
- family constellation
- economic status

The Preschool Environment

- single parent to extended family group
- no siblings to many siblings

- unemployed parents to both parents employed
- stark environment in the home to enriched environment
- poverty to affluence
- day care to home care
- few experiences outside the home to many experiences outside the home
- many family moves to no family moves
- no verbal interpretation of experiences to much verbal interpretation of experiences
- many sex role models to few sex role models
- prekindergarten experience

Other Variables

- sex
- ethnicity
- race
- religious orientation
- child-rearing influences
- handicapping condition
- abuse or neglect
- age of parents and caregivers
- density of environment
- rural, suburban, urban factors
- values and practices
- blended families
- temperament
- education of parents
- parental attitude toward education

The preceding factors will provide the teacher a framework for understanding the wide range of individual differences within even the smallest group of Kindergarten children. These factors of variability should be seen as strengths to a classroom setting and the teacher should draw on the positive experiences and compensate for the limitation in backgrounds.

THE KINDERGARTEN CURRICULUM

When building a curriculum for Kindergarten, the child must be the most important factor. That curriculum will be shaped by the needs and prior experiences of the children and include the rich learning opportunities the children bring to it.

Learning will best take place in an atmosphere where spontaneous situations are turned into productive learning opportunities and teacher-planned activities grow out of the demonstrated needs and interests of children. In all experiences, the emphasis should be on the process of learning rather than on giving narrow answers and creating end products.

We believe that the child learns best by direct, sensory experiences: touching, hearing, seeing, tasting, and smelling. A relevant and success-oriented curriculum provides a variety of opportunities in which Kindergarten children can interact with the environment and others to learn about their own world.

Although the emphasis is on the child, the curriculum should include a combination of both teacher-directed and child-initiated activities. The curriculum should also reflect a balance and integration of all the curricular areas.

THE KINDERGARTEN TEACHER

The Kindergarten teacher must possess a wealth of talent in order to successfully accommodate the needs of each Kindergarten child. This talent takes on great importance because Kindergarten is the first school experience for most children. We believe the Kindergarten teacher plays many roles and serves many functions.

The Kindergarten teacher is a **social facilitator.** Children come Kindergarten from a variety of background experiences: home, family day care, group day care nursery school, special education programs and babysitters. Each of these experiences has a different purpose and has promoted a variety of social, emotional, physical and intellectual outcomes. The Kindergarten teacher's role is to integrate children from pluralistic backgrounds into a common school experience while retaining and valuing the unique attributes of each child.

The Kindergarten teacher is a **child development specialist.** The Kindergarten teacher must know child growth and development patterns as well as the wide range of differences within these patterns among children. Although it is possible to identify some common behaviors in five-year-old children, one cannot project common expectations on the total group without attention to individual differences. Children have different levels of maturity, language use, emotional and social responses.

The Kindergarten teacher is a **diagnostician.** Little information about the child is available to the Kindergarten teacher. Because of the nature of Kindergarten as an initial education program, the Kindergarten teacher must possess the tools and skills needed to begin assessment activities related to all aspects of the child's development, all parts of the curriculum,individual learning styles, motivation and classroom behavior.

The Kindergarten teacher is a **curriculum specialist.** The Kindergarten teacher must understand the wide range of curriculum content, methods, techniques and evaluations necessary to enable children to grow toward identified objectives and outcomes. The Kindergarten teacher must be aware of opportunities to integrate learning through knowledge of content and objectives.

The Kindergarten teacher is a **time manager.** The Kindergarten teacher has limited time to accomplish the stated eductional task. Curriculum integration allows maximum use of the available time. Time management becomes a critical factor in helping a group of children with diverse backgrounds, experiences and learning styles accomplish both group and individual goals.

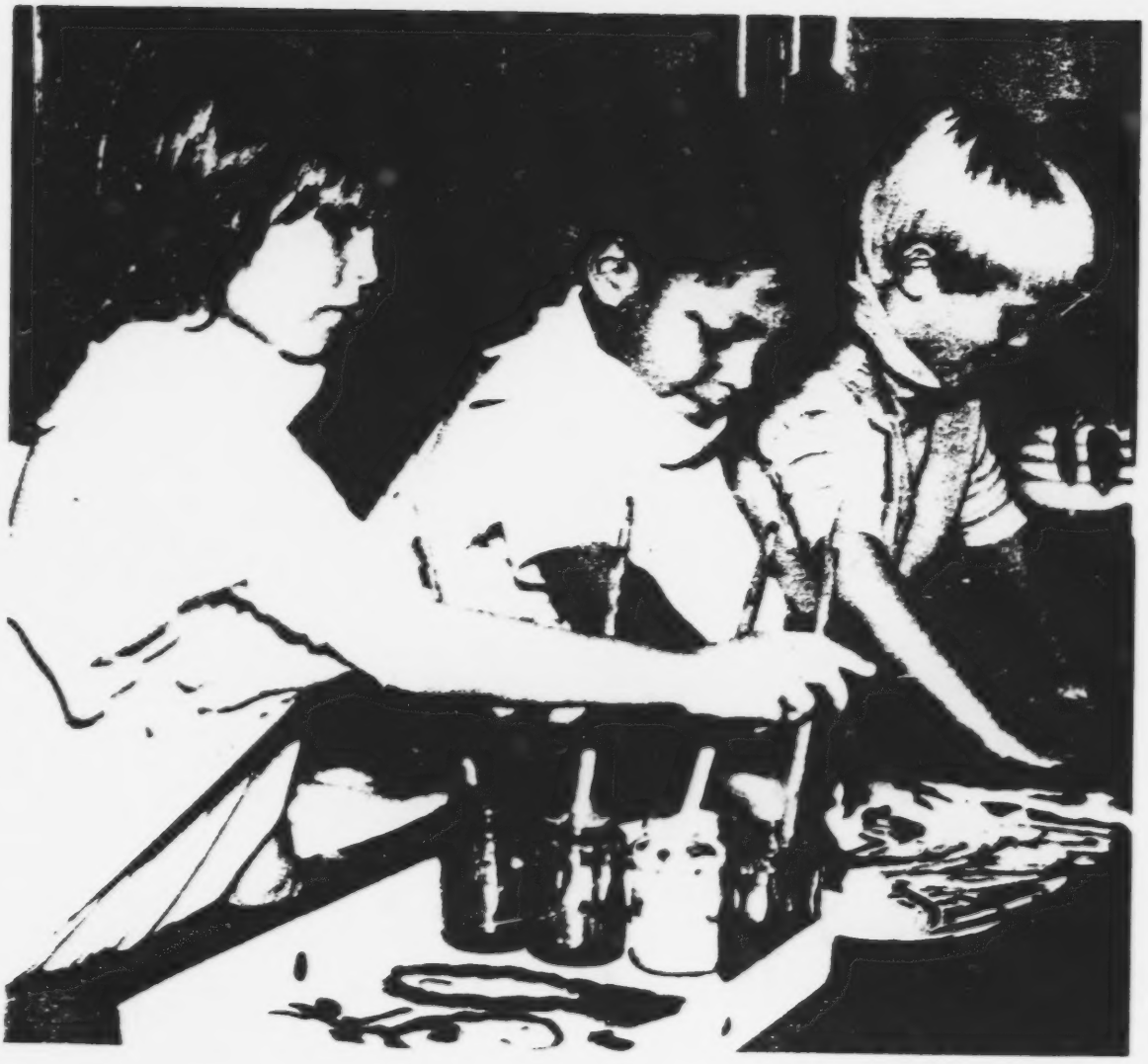
The Kindergarten teacher is a **counselor.** Children need to be successful if effective learning is to take place. The Kindergarten teacher must become aware of children's non-academic needs and provide atmosphere, spirit and opportunities which guarantee a successful initial education experience.

The Kindergarten teacher is a **team member.** The Kindergarten teacher is too often seen as the only person addressing the task of educating young children. Working together with subject area specialists, administrators, school psychologists, social workers and health personnel, the Kindergarten teacher seeks out the assistance of these specialists in diagnosing and remediating children's total needs.

The Kindergarten teacher is an **organizer of parent and community resources.** Parents at the initial education level exhibit greater concerns about their children's progress than when those children are just a few years older. The Kindergarten teacher becomes a communicator, a confidant, a solicitor of assistance and an angel of mercy as children progress through this important first year of their education. In addition, the Kindergarten teacher becomes the facilitator of community experiences through resource people and field trips to expose children systemically to the links with the out-of-school life reflected in the in-school learning.

The Kindergarten teacher is a **professional.** Kindergarten teachers have specialized professional preparation appropriate to the Kindergarten program--a program often misunderstood and trivialized by the public. The Kindergarten teacher is a vital part of the school faculty. Respect for the program needs to be created. As the professional who is responsible for the program, the Kindergarten teacher is able to articulate what is happening in Kindergarten. The continued recognition of this important role must be supported by the administration, school board, other teachers, parents and the community.

II. Curricular Responsibilities



ART

Art is the visual creative expression, response and interpretation of what has been seen, experienced or felt. Art enriches life by allowing people to express themselves and by providing a universal way of adding beauty and meaning to the environment. It gives opportunities for individual reflection of common understandings.

Art is a means by which all cultures reflect life. It provides an opportunity for the artist to communicate a perception. Art gives the viewers an opportunity for personal response, and may allow them to step out of their own world and into another's experience. The art critic uses a set of standards to judge the worth of human creations.

Art for the Kindergarten child is concerned primarily with the process, rather than the product, of artistic experience. Through experimentation with a wide variety of media, the child has opportunities to explore the artistic elements of line, shape, color, texture, value and space in the child's own work and in that of others, including recognized artists.

Decisions and choices by the child are essential in the young child's art experiences because of creative thinking and problem-solving abilities are integral to aesthetic and artistic development.

Art projects resulting in groups of similar products inhibit creativity because they limit decision making, choices and problem solving. Although these projects result in products that may appeal to the viewer of the child's work, they do not develop the child's creative potential. When children are encouraged to engage in art with individual freedom, art becomes a way in which the child can develop an external product that is an expression of his or her unique self.

I. THE KINDERGARTEN TEACHER

A. Manages the art program

1. Space

    a. provides specific areas for art activities away from major traffic patterns
    b. provides sufficient room for each child
    c. arranges easily accessible areas for storage, drying and display

2. Materials

    a. demonstrates and encourages appropriate use of a wide variety of materials and media

b. maintains a standard of quality of all materials
c. ensures that all materials necessary for activities are easily available for children
d. demonstrates and instructs children in appropriate cleanup procedures

3. Time

a. provides daily opportunities for art
b. provides large blocks of time
c. provides time for planning, implementation, cleanup and evaluation

B. Understands the content of art

1. The stages of artistic development

a. random manipulation or scribbling
b. controlled manipulation of scribbling
c. early symbolic or pre-schematic
d. later symbolic or pre-schematic

2. The elements of design

a. line
b. shape
c. color
d. texture
e. value
f. space

3. The principles

a. rhythm
b. balance
c. contrast
d. emphasis
e. proportion
f. unity
g. variety
h. tension
i. movement

4. The methods used in introducing a wide variety of media to young children

5. The value of art in

a. developing creative thinking
b. providing a means of communication and expression
c. heightening aesthetic awareness and sensitivity
d. enhancing the ability to visualize

e. enhancing the ability to observe, discriminate, analyze, and make critical judgments
f. providing problem-solving/decision-making opportunities
g. serving as a balance in classroom activities
h. serving as an emotional release
i. increasing self-understanding
j. developing an appreciation for the individuality of others
k. strengthening self-concept

C. Provides a variety of teaching strategies and materials for art

1. Child-selected daily opportunities

2. Teacher-directed activities

   a. provides for art appreciation

      (1) exposure to great art and artists
      (2) examples of art elements

   b. provides for instruction

      (1) possibilities and limitations of materials
      (2) insights and guidance in response to individual needs

   c. provides beginning reading comprehension skills through the child's creation and interpretation of art

3. Art or media center with appropriate materials which

   a. offer free choice options for participation
   b. change frequently
   c. offer choices of activity
   d. avoid use of patterns, models and standardized projects that inhibit creative and personal development

4. Media and materials

   a. adhesive materials (e.g., paste, glue, rubber cement, glue sticks)
   b. variety of paper (e.g., tissue, manila, construction, origami, newsprint, tracing, fingerpaint, butcher, waxed)
   c. collage materials (e.g., magazines, fabrics, buttons, wood, natural materials)
   d. drawing materials (e.g., crayons, chalk, water-based markers, cray pas, pencils, charcoal, conte)
   e. applicators (e.g., easel brushes, toothbrushes, cotton swabs, droppers, straws, dispenser bottles, shakers, string, marbles, sponges)
   f. painting media (e.g., tempera, bentonite, liquid starch, watercolor, finger paint, shaving cream, water, soap flakes, food color)

g. modeling and carving (e.g., natural clay, modeling clay, plasticene, playdough, soap, sawdust, paper-mache, wood, plaster, sand,
h. construction and woodworking (e.g., boxes, wood scraps, spools, straws, paper and cardboard, wire, string, tubes)
i. stitching and weaving (e.g., fabric, yarn, needles, thimbles, meat trays, thread and string, fruit baskets, paper strips, looms, stencils, push pins)
j. texture rubbing and embossing materials (e.g., aluminum foil, paper, coins, natural materials and man-made surfaces)

D. Integrates art with other areas of the curriculum

1. Uses art as a vehicle to enhance or extend learning

2. Encourages "picture writing" as a form of written communication

E. Provides real-life individual and group experiences in art

1. Uses the media and materials available to professional artists as well as scrap materials and discarded objects

2. Provides opportunities for a variety of processes

   a. looking and seeing
   b. pasting and putting together
   c. tearing, cutting and pasting
   d. drawing and picture writing
   e. painting
   f. printing
   g. modeling and carving
   h. construction and woodworking
   i. stitching and weaving
   j. rubbing and embossing

3. Helps children become aware of art museums, galleries, and displays in the community

   a. provides field trips when appropriate
   b. communicates with children and parents regarding field trips

F. Helps children recognize that art surrounds and enhances life

1. Makes children aware of the beauty which surrounds them by modeling appreciation and wonder of their environment

   a. nature
   b. manufactured items
   c. book illustrations
   d. child-produced items

2. Instills in children an appreciation of the artistic endeavors of self and others

   a. provides opportunity for children to discuss their creations
   b. attractively displays each child's artistic work
   c. positively appreciates the individual differences evidenced
   d. encourages self-expression and satisfaction as the child's goal in art
   e. introduces art as a possible career goal
   f. introduces children to people who use artistic talent as a vocation
   g. exposes children to a wide variety of artistic styles

G. Fosters a positive attitude toward art

1. Talks with children about their art

2. Displays children's art

3. Accepts and respects the unique contributions of each child

4. Avoids stereotypic and follow-the-pattern activities which emphasize conformity

5. Avoids negative comparisons

6. Introduces children to persons who use art as a vocation or an avocation (e.g., book illustrators, potters, cake decorators, painters)

7. Helps parents understand and appreciate children's art

II. ISSUES SURROUNDING ART

A. Standard products (dittoed or patterned projects, coloring books) vs. unique creations.

B. Art as valuable in and of itself

C. Parent-pleaser art projects

D. The balance between art taught to the whole class at the same time and a daily choice available for individual, self-directed expression

E. The use of food products for art

HEALTH, NUTRITION AND SAFETY

Health, nutrition and safety are basic to the well-being of each person. Health includes not only the optimal physical development and use of one's body, but also the harmony within one's mental outlook and emotional state. Nutrition is one of the elements necessary for both physical and mental good health and plays an important role in a person's ability to function in and enjoy life.

Safety involves an awareness of conditions which are potentially harmful, and knowledge regarding preventive and protective measures.

When children are happy, healthy, nourished, safe and emotionally secure, they are free to develop their intellectual, social and physical capabilities. The goals for health, nutrition and safety education are that children assume increasing responsibility for self-care and learn to value health, nutrition and safety in their daily lives.

Health education for young children helps them to understand, cherish and care for their bodies. The nutrition curriculum seeks to teach children to make healthful choices and to try new foods. In safety education, young children not only become aware of potential dangers, but learn problem solving strategies to prevent or resolve them. Since much health, nutrition and safety learning is attitudinal and connected to both school and family practices, the teaching of these three areas should be ongoing and integrated into daily practices. When this is done, the teacher and family will see growth taking place over weeks and months of time.

I. THE KINDERGARTEN TEACHER

A. Manages the health, nutrition and safety program

1. Provides a time in the curriculum schedule for health, nutrition and safety teaching and learning

2. Provides space in which health, nutrition and safety activities may take place

3. Provides materials for the learning of good health, nutrition and safety

4. Provides and maintains a classroom which models principles of good health, nutrition and safety

    a. health

        (1) assumes responsibility for the cleanliness of the environment
        (2) assumes responsibility for the cleanliness of materials
        (3) controls the temperature and light

(4) establishes standards for personal hygiene
(5) encourages appropriate dress for weather conditions
(6) provides a balance between active and restful activities
(7) keeps appropriate health records
(8) assumes responsibility for establishing bathroom routines

b. nutrition

(1) selects nutritious snacks
(2) encourages children to select nutritious snacks
(3) provides for the preparation of nutritious snacks
(4) provides for the introduction of a variety of new foods and forms of food
(5) assumes responsibility for the school lunchroom experience of the children

c. safety

(1) assumes responsibility for providing and maintaining a safe environment
(2) assumes responsibility for providing and maintaining safe materials
(3) establishes limits and rules for safety in activities

(a) walking
(b) getting drinks
(c) going to and from school
(d) using stairs
(e) using workbench tools
(f) using scissors
(g) using playground equipment

(4) uses appropriate first aid materials and methods

B. Understands the content of health, nutrition and safety

1. Characteristics of a healthy five-year-old

2. Significance of the pre-entry physical exam and the child's health record

3. Techniques for health screening procedures

4. Knowledge and skill of basic first aid procedures

5. Symptoms of poor health in children

a. common childhood diseases
b. chronic health conditions (e.g., epilepsy, diabetes, asthma, visual and hearing impairments and allergies)
c. nutritional deficiency
d. psychological and emotional problems
e. physical abuse

6. Appropriate procedures for emergencies, including:

   a. illness
   b. accidents
   c. fire
   d. weather conditions

7. Resources and assistance for children and their families

8. Principles of nutrition, including the variety of cultural food choices.

C. Provides a variety of teaching strategies and materials for health, nutrition and safety

1. Props for dramatic play

2. Teacher-designed classroom materials and equipment

3. Commercial programs and materials

4. Field trips

5. Visits by resource people

6. Learning centers

7. Audiovisual materials

8. Special free-play activity choices

9. Teacher-directed lessons

10. Food preparation, meals and snacking experiences

11. Establishing bathroom procedures

12. Classroom governance

D. Integrates health, nutrition and safety into other areas of the curriculum

1. Includes health, nutrition and safety in thematic approaches to social studies topics

2. Relates health, nutrition and safety to science learning

3. Relates health, nutrition and safety to the use of science materials

4. Relates health, nutrition and safety to the use of art materials

5. Relates health, nutrition and safety to physical education activities and abilities

6. Includes health, nutriton and safety vocabulary as language learning

7. Interrelates math learning with health, nutrition and safety

E. Provides real-life individual and group experiences in health, nutrition and safety

1. Which develop the child's muscle tone, strength, balance, coordination and good posture.

2. Which promote care and protection of eyes and sight

3. Which promote care and protection of ears and hearing

4. Which protect and promote dental health

5. Which develop the child's knowledge of, and appreciation for, good nutrition

6. Which encourage healthful rest patterns

7. Which encourage acceptance of, and positive attitudes toward, self and others

8. Which increase in the child an understanding of basic ways to promote his or her own physical and emotional well-being, including

   a. cleanliness
   b. avoidance of germ-spreading situations
   c. covering coughs
   d. washing hands before meals, when handling and preparing foods and after toileting
   e. keeping non-edible materials away from the mouth
   f. dressing appropriately for the weather
   g. getting adequate sleep
   h. expressing fears, anger, and other emotions and learning how to deal with them in self and others
   i. understanding and using safety rules in traffic, on playgrounds, in the water, at home and at school
   j. getting adequate exercise and outdoor play

F. Helps children recognize that health, nutrition and safety surround and enhance life

1. Demonstrates the concept of wellness by enthusiasm and enjoyment of life

2. Models good health, nutrition and safety practices and procedures.

3. Makes explicit the relationship of good health and nutrition to a sense of well-being.

4. Helps children to recognize the relationship of good health and nutrition to achievement

5. Helps children evaluate health and nutrition concepts which influence people

6. Helps children feel a sense of confidence in managing potential dangers in the environment

G. Fosters a positive attitude toward health, nutrition and safety

1. By modeling

   a. eating a variety of foods to maintain health
   b. staying healthy
   c. living safely

2. By encouraging and reinforcing

   a. food choices that contribute both nutrients and calories
   b. wellness principles and practices
   c. living safely

II. ISSUES SURROUNDING HEALTH, NUTRITION AND SAFETY

A. World hunger

B. Child abuse

1. Mandated reporting

2. Appropriate content and methods of teaching children about abuse

3. Appropriate approaches with parents about child abuse

4. Materials used to teach about child abuse

C. Sex education

D. Varying views of health care

E. School meals for special diet/restricted food

Diagram 1: The Four Communication Processes

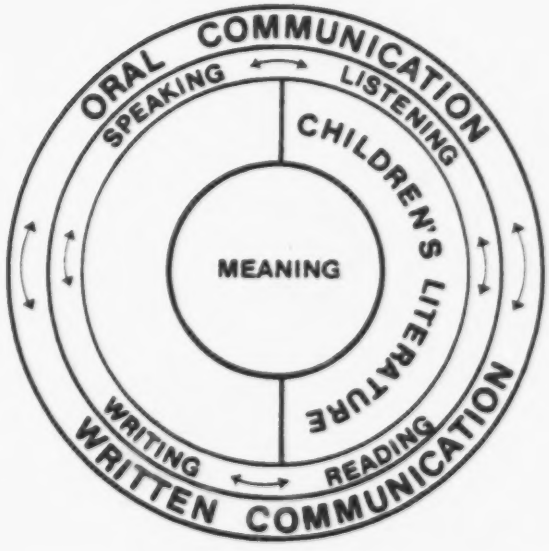


Diagram 2: Relationships of Children's Literature to the Language Arts

LANGUAGE ARTS

The language arts consists of oral and written communication processes with receptive and expressive components as shown in Diagram 1. Listening, speaking, writing, reading and literature are inextricably interwoven. When these forms of communication are integrated, they complement and support one another.

Communication for the child begins with listening to the oral language within the social setting of the home and wider environment. The child comes to Kindergarten with well-developed **listening** skills which need to be channeled into the particular demands of the group setting. Through **speaking** and **writing**, the child remembers and shares experiences, feelings, attitudes, ideas and information.

The best **reading** experiences are planned introduction to quality books with excellent illustrations. However, reading also develops from exposure to everyday signs and other print materials in the environment. These experiences lead into incidental reading skill development, such as picture and story sequences, language patterns and sound/symbol relationship.

Listening to stories and poems of interest and quality involves the child in language that is used with skill and beauty. **Literature** expands and extends the child's knowledge of human experience, interprets the feelings and ideas of others, and provides a model of the best of human expression.

As the Kindergarten teacher becomes increasingly aware of the child's own mental activity in making rules and relationships from within rather than absorbing them from the environment, the teacher is able to capitalize on the child's desire to play and experiment with language. Diagram 2 shows inter-relationships and contrasts among the language arts.

LISTENING

Listening is a receptive communicative skill which includes both hearing (the ability to receive sounds) and the processing of those sounds into meaningful messages. While hearing is a physical ability, listening is a learned skill.

Listening has a variety of purposes and is influenced by maturity, health, vocabulary, intellect, family background, motivation, environment, ability to attend, auditory ability and previous experience. To know when another person is listening is not always possible; listening can be verified by a verbal or behavioral response.

Listening is the basis of language learning and takes place from the very beginnings of life. Children use listening as a tool in their home, before coming to school, in a general and functional way. Learning to listen in school focuses the child's ability to listen in differentiated ways for a variety of purposes. Kindergarten children need to learn to listen in group situations and to further develop the skills of meaningful interpretation of what they hear.

Therefore, to assist a child in the development of school listening skills, provision must be made for a wide variety of meaningful listening opportunities. The Kindergarten teacher makes use of strategies to help children become more aware of the communicative, social aspects of listening. Learning to listen in Kindergarten is a pervasive and ongoing process.

I. THE KINDERGARTEN TEACHER

A. Manages the listening environment

1. Provides a climate which motivates good listening

    a. listens to the child
    b. fosters listening among children

2. Controls the physical environment so that good listening is possible

    a. models, teaches and reinforces use of a well-modulated voice
    b. includes noise as a factor in appropriate room arrangement

3. Continually assesses listening abilities and listening comprehension and provides for children's needs

B. Understands the content of a listening program

1. Listening is basic to all communication arts

2. Listening can be taught and enhanced

3. Listening has several levels and purposes: marginal, discriminative, attentive, appreciative, analytical and creative

4. Listening experiences provided in the classroom should be meaningful to the children

5. Listening increases the awareness of a variety of sounds in the environment

C. Provides a variety of teaching strategies and materials for listening

1. Uses play as a process in developing listening skills

2. Uses the daily activities to practice listening (e.g., group meeting, work period, music period, snack time)

3. Uses literature (prose and poetry) of excellent quality to develop listening skills

4. Uses a variety of visual aids to enhance listening skills (e.g., flannel boards, puppets, shadow plays)

5. Uses a variety of auditory aids to enhance listening skills (e.g., musical instruments, sound boxes)

6. Uses electronic materials to develop listening (e.g., telephones, record players, stereos, tape recorders and computers)

7. Elicits motor responses through verbal directions in games and dances (e.g., "Simon Says")

8. Provides for field trips, resource people and hands-on experiences to extend the basis for listening

9. Provides opportunities in which children listen

   a. for specific words
   b. for initial sounds
   c. for rhyming words
   d. for sequence
   e. for number
   f. for answers or solutions
   g. to provide endings

D. Integrates listening with other areas of the curriculum

1. Uses listening in science when studying the physical properties of sound

2. Uses listening in music when hearing tone, beat, melody, patterns, pitch, loudness and softness

3. Uses listening when children experience literature to appreciate prose and poetry

4. Uses listening in directions and game activities in physical education

5. Uses listening in cooking activities

E. Provides real-life individual and group experiences in listening

1. Uses listening and the necessity for listening in a variety of classroom experiences

2. Integrates appropriate out-of-school listening with classroom learning activities

F. Helps children recognize that listening surrounds and enhances life

1. Through recognizing that voices are different

2. By understanding that voices indicate moods and feelings

3. By encouraging children to talk and listen during many activities in the classroom

4. Through awareness that there are varieties of dialects, ethnic speech patterns, rhythms and intonations

5. Through an awareness of listening as a means of knowing about the world

G. Fosters a positive attitude toward listening

1. Models good listening behavior

   a. maintains eye contact
   b. refrains from interrupting children
   c. does not parrot children's responses
   d. listens on the child's level by bending, stooping or sitting

2. Encourages children to listen to each other

3. Develops positive interpersonal relationships through listening

4. Uses environmental sounds as a vehicle to develop in children a sensitivity to, and enjoyment of, their world

5. Develops understanding that listening provides us with knowledge, helps us to understand and enjoy our environment, makes us safe and helps us to interpret others' feelings

6. Recognizes that selective listening is beneficial

II. ISSUES SURROUNDING LISTENING

A. Television

B. Cacophonous environmental sounds such as loud background music, portable headsets and traffic noise

C. The difference between hearing and listening

SPEAKING

Speaking is a uniquely human characteristic that is essential for optimal everyday living in our culture. It develops gradually, in a predictable series of stages. The three components of oral language are meaning (semantics), sound production (phonology), and word order (syntax). Individuals speak to communicate, aid cognitive learning and express emotions.

Expressive and receptive language are the foundations on which reading and writing are based. In Kindergarten, it is essential that children have abundant time and opportunity to use language in both formal and informal ways. A rich language environment, which includes adult and child modeling, literature and firsthand experiences, provides a strong foundation for learning.

I. THE KINDERGARTEN TEACHER

A. Manages the speaking environment

1. Plans for a climate that gives the child the time and opportunity for interactive dialogue with peers and adults
2. Assumes responsibility for maintaining a comfortable level of sound when communicating
3. Serves as a model in children's ongoing speaking development
4. Provides a stimulating environment in which there is much to talk about
5. Encourages conversation between children
6. Provides opportunities for children to contribute to whole-group discussions

B. Understands the content of speaking

1. A strong inter-relationship exists between speaking, listening, reading and writing
2. Play activities foster communication and provide an important foundation for language development
3. Oral language develops in sequential stages
4. A wide range of levels of language development will be represented in the Kindergarten
5. Each child has an individual way of expressing his or her knowledge, feelings, thoughts and needs through verbal and non-verbal expressions

6. Each child must be given appropriate opportunities and time to verbalize

7. Fluency develops gradually and is dependant on experience and speaking practice

8. Oral language is used to communicate ideas, clarify learning and express emotions

9. Change in tone, volume and rapidity affect communication

10. There are characteristics that discriminate between normal language development and development which requires intervention or referral

C. Provides a variety of teaching strategies and materials for speaking

1. Models appropriate oral language

   a. expresses ideas clearly and consisely
   b. gives clear, accurate, well-organized and concise directions in individual and group situations
   c. contributes in relevant ways to discussions and conversations
   d. uses a variety of questions to elicit varying types of responses: factual, probing, "what if. . .," and open-ended
   e. models appropriate social conventions (e.g., manners, introductions)

2. Expands children's language by introducing new ideas and vocabulary

3. Uses "self-talk" to describe the teacher's own actions and verbally describe the child's activities while they are occurring

4. Encourages the use of language in simple drama

   a. provides materials such as dress-up clothes, props and prop boxes
   b. creates centers for role playing
   c. provides flannel boards and materials
   d. initiates/sustains dramatic role playing
   e. has children create and use puppets
   f. has children act out familiar stories, poems and songs

5. Promotes information seeking and sharing in which children

   a. describe observation
   b. elaborate a point of view
   c. share positive and negative feelings
   d. seek information through questioning

e. interpret pictures, books, films, computer software, television
f. communicate non-verbally

6. Helps children understand the richness of language

a. the wealth of available word choices
b. the variety of styles of expression available
c. time, place and audience determine the appropriate word choice and communication style
d. the enjoyment of word play with children
e. the diversity of naturally occurring dialects, regional variations and international languages

D. Integrates speaking with other areas of the curriculum

1. Plans with the awareness that much of the learning occurring in Kindergarten is dependent on the children's understanding and use of oral language

2. Uses all the content area learning activities as vehicles for promoting oral language

3. Uses opportunities in the content areas for the acquisition of new vocabulary

E. Provides real-life individual and group experiences in speaking

1. In which the child has the opportunity to

a. respond appropriately to requests for information
b. gain new vocabulary
c. use descriptive vocabulary
d. use words to analyze and interpret meaning
e. dictate words and stories which are then written

2. In which the child's previous experiences are elicited

3. In which the child gains new experiences about which to talk

F. Helps children recognize that speaking surrounds and enhances life

1. Makes explicit the use of listening as the reciprocal action to speaking

a. in receiving information
b. in understanding and clarifying
c. in sharing feelings
d. in conveying requests
e. in socializing

2. Makes explicit the use of productive language

   a. in giving and gaining information
   b. in explaining and clarifying
   c. in expressing feelings
   d. in having needs met
   e. in socializing

G. Fosters a positive attitude toward speaking

1. Accepts approximations of the sounds of the language when developmentally appropriate

2. Accepts developmentally appropriate grammar and syntax of the language

3. Encourages and enhances word play

4. Accepts inventive interpretations of oral expression

5. Recognizes the individuality of creative expression through oral communication

6. Participates in individual and group oral language experiences

II. ISSUES SURROUNDING SPEAKING

A. The appropriate ways of responding to an individual child's language in terms of enunciation, vocabulary, grammar and syntax

B. The issue of children's verbal interaction with other children and adults as an important vehicle for learning

C. The value of allowing adequate time to interact verbally with peers and adults

D. The issue of children whose first language is not English

E. The issue of classroom expectations for children who speak non-standard English

F. The response to unacceptable vocabulary

G. The issue of "the quiet classroom is a good classroom"

WRITING

Writing is the expression of thoughts through graphic symbols. It is based on a relationship between sound and symbol and on a commonly accepted system of arrangement and symbol order. Writing is, therefore, both a creative act and a functional skill.

Children learn to write, as they do in speech, developmentally, progressing from approximations and imitation to creative production. Each stage of writing, both as creative process and useful skill, must be accepted and fostered as the children learn to express themselves in writing.

The act of handwriting involves physical motor skill and is a functional tool necessary for producing written words rather than an end in itself. The young child who is beginning to write, e.g., compose written messages, needs to learn letter and word formation to communicate his or her messages. Handwriting instruction, such as the systematic introduction of letter and word formation, should have meaning for children and correlate to activities in the classroom and/or children's needs.

I. THE KINDERGARTEN TEACHER

A. Manages the writing program

1. Provides for a variety and quantity of writing materials and instruments

2. Provides an appropriate place in which children may freely engage in writing

3. Provides for time during which children may participate in self-selected, self-directed writing activities

4. Provides written examples which motivate children to express themselves in writing

B. Understands the content of the writing program

1. Writing knowledge

   a. writing is a means of communication
   b. writing is developmental and individual
   c. writing is a symbolic representation of spoken communication
   d. writing and reading are related in purpose
   e. writing is a skill and an expressive art
   f. creative writing grows out of personal experience
   g. many handwriting systems are acceptable and in use
   h. understands the developmental sequence of the writing system being taught
   i. language is not static, but constantly changing

2. Writing skills of the teacher

   a. expression of self in written language in an organized, grammatically correct and interesting manner
   b. produces both manuscript and cursive writing which is correct in one handwriting system

C. Provides a variety of teaching strategies and materials for writing

1. Provides manipulative materials and activities which promote the use of fine muscle development and eye-hand coordination

2. Provides activities which offer large muscle, kinesthetic experiences with "left" and "right," e.g., games such as "Looby Loo"

3. Models left-to-right progression in appropriate classroom activities

4. Provides developmental opportunities for pencil use, e.g., tracing, template, dot-to-dot games and directional copying

5. Provides visual, manipulative and tactile models of letters, words and sentences

6. Provides a variety of writing materials and tools, e.g., pencils, pens, crayons, markers, lined and unlined paper, typewriters, overhead projectors, computers

7. Provides time and place for child-directed writing exploration and practice.

8. Provides time and place for teacher-directed writing activities which occur in response to children's needs

9. Provides a variety of opportunities for individual and group dictation (which is then and/or later read with and to the child/children)

10. Provides opportunity for individual creative efforts in written language

11. Provides materials, assistance and opportunities which accept and allow for developmental differences

D. Integrates writing with other areas of the curriculum

1. Provides writing experiences at appropriate times and in appropriate ways throughout the curriculum

2. Uses natural opportunities offered in a variety of curricular areas to make children aware of various aspects of written language

3. Makes explicit the usefulness of written communication in learning

4. Provides for and encourages creative writing related to many aspects of the curriculum

5. Uses other curriculum areas to demonstrate the variety of styles, forms and purposes for written communication

E. Provides real-life individual and group experiences in writing

1. Demonstrates the usefulness of written communication in the daily life of the classroom, school and community

2. Involves children in the use of written communication in their daily lives in the classroom, school, home and community

3. Encourages and aids children in using written communication when they desire to do so.

4. Supports and reinforces situations which offer natural opportunities to use written communication

F. Helps children recognize that written language surrounds and enhances life

1. Calls attention to written words both in and out of the classroom

2. Makes children aware of the use of written language in everyday life

3. Demonstrates an interest in, and an enthusiasm for, the variety of forms of written language

4. Reinforces and furthers children's natural interest in written language.

5. Makes explicit the use of writing to clarify and remember experiences, facts and thoughts

G. Fosters a positive attitude toward writing

1. Accepts developmental approximations of letters and words

2. Accepts inventive interpretations of letters, words and sentences

3. Encourages and enhances word play

4. Recognizes the individuality of creative expression through written communication

5. Participates in creative writing experiences.

II. ISSUES SURROUNDING WRITING

A. The variety of systems: e.g., Palmer, Zaner Bloser, D'Nealian, Noble

B. The sequence and grade placement of manuscript and cursive forms

C. The teaching of the alphabet

D. The place of phonics in the writing program

E. The place of creative writing in the writing program

F. The relationship of developmental theory/philosophy to writing development

G. The purpose(s) of learning to write

H. Correct posture for writing

I. The special needs of left-handed writers

J. The use of lined and unlined paper

K. The role of parents as the first teacher of writing

L. The language experience approach to the teaching of writing

M. The place of workbooks in the writing program

READING

Reading is a communication process in which the reader extracts meaning from symbols which include body language, pictorial representations and words which have been purposefully arranged. The reader uses innate language ability, visual information and prior experiences of the world in an attempt to interpret meaning. Above all, reading is a tool which expands the reader's opportunity to participate vicariously in the experiences of others, to escape, to be inspired, to think imaginatively, to derive enjoyment and to become informed. The skilled reader of written communication uses the abstract framework of the knowledge of sound/symbol relationships, the graphic writing convention, syntax, spelling patterns and personal knowledge to gain meaning from what has been written.

On the other hand, the Kindergarten child acquires knowledge primarily through sensory experiences. These experiences provide the foundation for expanded language development and intellectual growth. Therefore, the Kindergarten child who is at the pre-operational level of development learns best from a reading program based on concrete experiences rather than on an abstract system.

Beginning reading will evolve from the language experience approach (e.g., experience stories, daily journals, thank you notes, invitations) that uses those concrete experiences and integrates them into the daily life of the classroom. This functional approach provides the opportunity to use children's personal experiences to build reading skills and to share in the pleasure of one another's words and experiences.

Kindergarten programs which attempt to teach reading at the abstract level only, fail to take into account the developmental levels of Kindergarten children. The important point is that most Kindergarten children can and should be eased into reading in ways that are enjoyable and that add to their self-confidence and self-esteem.

I. THE KINDERGARTEN TEACHER

A. Manages the reading program

1. Assesses, plans, implements and evaluates the Kindergarten reading program
2. Provides an inviting place in which to read
3. Provides a wide range of books and other print and non-print materials which are available to children and are changed periodically
4. Provides time during which reading by the child can take place
5. Provides time during which the teacher reads to children

B. **Understands the content of the reading program**

1. Knows that reading is one of four interrelated processes - reading, writing, listening and speaking.

2. Knows that children should understand that what is spoken can be written down and then read silently or orally

3. Knows that reading is a complex process that requires a high level of intellectual, emotional, physical and social maturity

4. Has knowledge of the wide range of reading skills which Kindergarten children exhibit: from having no interest in reading to being able to read at the fourth- or fifth- grade level

5. Has knowledge of grammar and phonics rules

6. Knows that a variety of reading approaches exist: e.g., language experience, individualized and basal readers

7. Understands that basal readers may use different emphases to teach word recognition including high-frequency vocabulary, phonics, linguistics and alphabet reform

8. Understands the decoding process

9. Knows what auditory and visual skills children need in order to learn to read

10. Has knowledge of dialects and their influence on reading

11. Understands the role of the alphabet in Kindergarten

12. Knows that interest in learning to read is essential for success in learning to read

13. Knows that the development of pre-reading skills is individual

14. Knows that children bring a varied experience base to reading

15. Knows that play activities provide pre-reading experience

16. Understands how the components of syntax, phonology and semantics impact reading

17. Is aware of the responsibility to assess and interpret the Kindergarten pre-reading needs of young children to parents, administrators and other school professionals

C. **Provides a variety of teaching strategies and materials for reading**

1. Creates a reading environment by using children's names, labels, dictations and other everyday occurrences
2. Assesses children's pre-reading/reading levels and progress throughout the year
3. Encourages children to read pictures and non-print forms of communication
4. Uses methods which individualize the teaching of reading
5. Constructs and uses reading frames, reading learning centers and experience charts appropriate for Kindergarten
6. Includes word recognition skills through the language experience approach
7. Uses planned lessons for both pre-reading and reading activities
8. Makes a wide range of books available for children
9. Provides a daily story time
10. Helps children construct their own books
11. Integrates appropriate use of television into the reading program
12. Integrates appropriate use of computers into the reading program

D. **Integrates reading with other subjects**

1. Helps children understand that listening, speaking, reading, writing and literature are all ways of communicating
2. Develops children's awareness that almost every school activity includes the use of the printed word
3. Writes and reads labels for objects and events

E. **Provides real-life individual and group experiences in reading**

1. Reads to children at every opportunity
2. Helps children learn to recognize and discriminate common words in their environment
3. Consistently provides opportunities for children to understand left-to-right and top-to-bottom progression
4. Helps children discriminate differences and similarities in persons, objects, pictures, symbols and sounds

5. Introduces the vocabulary of reading such as "letter," "word," "sentences" and "sound"

6. Provides opportunity for a variety of firsthand experiences which give children a broad base of knowledge

7. Plans the play period so choices involving pre-reading skills are available and encourages all children to participate

8. Encourages children to sort, classify, order, sequence and generalize

F. Helps children recognize that reading surrounds and enhances life

1. Makes explicit the numerous opportunities for reading in everyday life

2. Helps children become aware of the ways in which oral language can be written down and then read

3. Uses both storybooks and information books throughout the school day

4. Acts as a reading model by demonstrating personal pleasure and sharing information gained from reading

G. Fosters a positive attitude toward reading

1. Shares personal pleasure in the reading process

2. Accepts and treasures each individual's reading experiences

3. Demonstrates how one's world is enriched by being able to read

4. Reinforces the pleasure children gain from written communication

5. Incorporates home reading interests into the Kindergarten

II. ISSUES SURROUNDING READING

A. The need for communication with parents, administrators, legislators, media, school personnel and others about the developmental needs of children in learning to read

B. The controversy of formal, commercially prepared material such as workbooks, dittos and software vs. informal, experience-centered methods of teaching reading in the Kindergarten

C. The implications of a heavy time allocation for reading and a balanced curriculum

D. The implications of commercial programs with rigidly defined sequences and time allocations for program scheduling and the individual needs of children

E. The relationship between teaching reading in the Kindergarten and societal trends such as the push toward academics after Sputnik, national reports on education and back-to-basics movements

F. The impact of child development knowledge and research on classroom reading practices

G. The impact of modern technology such as the computer, word processor, television and reading machine on Kindergarten programs

H. The use of the child's exact language vs. teacher's editing while writing the language experience story

I. The controversy over using reading as the criterion for entry into first grade

J. The implications of ability-grouping for reading instruction

CHILDREN'S LITERATURE

Children's literature consists of a variety of types of trade (non-text) books of high literacy and artistic qualities. Enjoyment is the primary purpose of literature for children.

Literature has the potential for an active inner communication between an author and a reader (listener) which may transform personal experiences, learnings, thoughts, attitudes and feelings. Literature provides for the exploration of self, others and the world, and offers opportunities for new insight and understanding.

The contribution of literature to personal growth, development, and enrichment make it an essential part of a child's education. Consistent exposure to literature of superior quality over a long period of time provides an excellent basis for building a child's competence in composition and the understanding of the nature and possibilities of language and for motivating a desire to read. Experience with excellent quality literature inspires imagination and creative expression in children whose taste and appreciation for literature are developed at an early age.

Through literature, children come to know what it is to be human. They make discoveries about other people and acquire flashes of insight into their own behavior, thoughts, understanding, and feelings. They learn to value unique individual lives. Good literature may have implicitly states moral values which children have the ability to abstract and internalize when those values are presented at an appropriate developmental level. Children come to see the mosiac patterns and tones formed by a society which reflects a variety of ethnic groups and people. Literature helps to sharpen observations and perceptions of the world, to develop emotional sensitivity and to extend the child's acquaintance with life.

I. THE KINDERGARTEN TEACHER

A. Manages the children's literature program

1. Provides time to read or tell stories to children each day

2. Provides time and opportunities for children to explore books individually and in small groups

3. Provides a library area that is spacious, attractive and comfortable with books which are in good repair and changed frequently

4. Provides a collection of good quality books including

   a. a variety of types of literature appropriate to developmental levels
   b. recommended current and older books

c. books which reflect and extend interests of children

5. Works with librarians, parents, and other human resources in the school and community to enrich the literature program for children

6. Provides for a planned children's literature program to enable children to enjoy, understand and evaluate literature

7. Teaches children how to care for books

B. Understands the content of children's literature

1. Is familiar with the various types of literature available for young children

   a. information
   b. concept
   c. mood
   d. poetry
   e. story
      (1) realistic
      (2) fantasy
      (3) folk

2. Is knowledgeable about specific criteria for evaluating each of the various types of literature for children and is able to apply the literary criteria in book selection

3. Is knowledgeable about professional book selection aids which assist the teacher in choosing current literature for children

4. Is knowledgeable about the graphic media and styles of art used by artists to illustrate children's books and is able to apply criteria in the selection of good art-work

5. Is able to identify and evaluate the contributions of contemporary pacesetting authors and illustrators of children's literature

6. Knows the techniques of storytelling and reading aloud

   a. how to select the literature
   b. how to prepare literature
   c. how to set conditions for listening

7. Knows the techniques for guiding discussions of literature

8. Is familiar with research in the field of children's literature

9. Understands how to observe, describe, record and assess a child's background and growth in literature

10. Is knowledgeable about selection, care and use of print and non-print resources

11. Is knowledgeable about how to help parents, volunteers and aides to value, select and use literature

12. Is aware of the many and varied interrelationships among the language arts

C. Provides a variety of teaching strategies and materials for children's literature

1. Selects and uses a variety of good literature throughout the day

2. Models good storytelling and read-along techniques

3. Provides time for children to use books individually and in small groups

4. Uses multimedia and human resources to extend children's experiences with literature, including: people, displays, bulletin boards, posters, mobiles, flannel boards, shadow plays, dioramas, box movies, games, films, filmstrips, records, cassette tapes, videotapes, television, and magazines

5. Uses literature for dramatization, including: dramatic play, pantomime, creative dramatics and puppetry

6. Guides discussions of books in response to children's interests by relating literature to personal life experiences rather than quizzing children on comprehension of the story content

7. Uses careful judgment when selecting literature for bibliotherapeutic purposes

8. Provides for children's participation in literature through choral speaking, joining in rhythmic refrains and repetitive phrases, and storytelling

D. Integrates children's literature with other areas of curriculum

1. Uses natural opportunities offered in various curricular areas to use poetry and prose to catch feelings and thoughts which make teachable moments meaningful and memorable

2. Uses literature as a springboard to the language arts: listening, speaking, writing and reading

3. Uses children's literature to bring depth and broader meaning to a variety of practical life experiences such as cooking and woodworking

4. Extends art knowledge and experience through the use of literature

5. Uses literature as a theme for creative expression in art, music, drama and movement

6. Relates literature to experience with number, sequence, pattern and attributes

7. Finds opportunities for exploration in the science through literature

8. Uses literature to promote an interest in human life, culture and values

9. Uses literature to motivate and facilitate learning to read

E. Provides real-life individual and group experiences with children's literature

1. Demonstrates the usefulness of literature for enjoyment and knowledge in daily life at school and at home

2. Relates literature to the child's present and past experiences

F. Helps children recognize that children's literature surrounds and enhances life

1. Uses the library in the classroom, school and community

2. Finds literature content developed in television, media and movies

3. Encourages children to develop, care for and appreciate a book collection of their own, however limited this might be

4. Nurtures and expands imagination

5. Helps children become aware of the symbol-to-sound and sound-to-meaning relationships in books

G. Fosters a positive attitude toward children's literature

1. Helps children to become aware of the joy, wonder and inspiration that books can provide

2. Encourages a personal response to literature

3. Helps children appreciate qualities of context and illustrations in children's literature

4. Values, uses and responds to literature with genuine interest and enthusiasm, knowing that interest in literature is more "caught" than "taught"

II. ISSUES SURROUNDING CHILDREN'S LITERATURE

A. Children's preferences vs. literary merit

B. Controversial issues in the content of stories for children, such as violence, explicit depiction of reproduction, death, life styles, unacceptable language

C. Bias in the depiction of persons based on race, age, religion, sex and occupation

D. The use in Kindergarten of picture books for adults and older children

E. The use of picture books in which there is a message at the adult level as well as a story for children

F. Variations and adaptations of classic literature for children

G. Censorship of story line and illustration in books

H. The relationship between television and children's literature

MATHEMATICS

Mathematics is a tool which people use to help them organize, order, explain, understand, calculate and quantify the world around them.

Mathematical knowledge and skills are needed in all the activities of life. Number, size, shape, comparison, relationship, weight, area and volume are practical concerns for children as well as adults. As children explore the world, they learn attributes of objects through direct experiences and then are able to make generalizations about them.

For the young child, then, mathematics must be focused on learning developed through sensory experiences with concrete manipulative materials, with only beginning attention given to the introduction of abstract skills. Mathematical learnings need to be built on the foundation of experience which children have acquired in their life.

I. THE KINDERGARTEN TEACHER

A. Manages the mathematics program

1. Organizes the environment

   a. provides a variety of individual manipulative math experiences
   b. provides a system which records individual pupil progress
   c. makes children aware of math as a tool (e.g., calendar, growth charts, data collecting)
   d. encourages children to become involved in manipulative math experiences

2. Plans group experiences which develop math understanding

   a. at the concept level
   b. at the connecting level
   c. at the symbolic level

3. Assesses, monitors and evaluates students

B. Understands the content of mathematics

1. Exploratory (awareness) level

   a. collecting and gathering
   b. organizing

2. Concept level

   a. estimating
   b. comparing
   c. patterning
   d. sorting and classifying

e. counting
f. numbers without numerals
g. number operations (adding to or taking away)
h. graphing
i. rote counting
j. geometry (shapes)
k. seriation
l. one-to-one correspondence
m. groups or sets
n. cardinal numbers
o. ordinal numbers
p. place value
q. reasons (history) for number system

3. Connecting level

a. estimating and recording
b. comparing and recording
c. measuring and recording
d. numbers and numerals
e. counting and recording
f. graphing and recording
g. number sentences recorded
h. money
i. time
j. technology (calculators/computers)

4. Symbolic level-numerals only

C. Provides a variety of teaching strategies and materials for mathematics

1. Cuisenaire rods
2. Dominoes
3. Abaci
4. Sorting boxes
5. Various kinds of peg boards
6. Flannel boards
7. Commercial and teacher-made games
8. Number lines
9. Puzzles
10. Floor tiles
11. Play centers (e.g., store, bank)

12. Beads for stringing

13. Cubes

14. Pattern cards

15. Flash cards

16. Number stories

17. Various kinds of counters

18. Tangrams

19. Parquetry blocks

D. Integrates mathematics with other areas of the curriculum

1. Uses other curricular areas to teach and reinforce mathematical concepts and skills

   a. storytelling
   b. reading (page numbers)
   c. writing (correct form when printing numerals)
   d. listening (following directions)
   e. economics (store center)

2. Makes children aware of the math learnings and uses which occur in other curricular experiences

   a. routine tasks (lunch count, attendance)
   b. music (rhythms)
   c. science (shapes, measurement)
   d. art (folding, balance)
   e. health, nutrition (bedtime)
   f. play (shapes, measurement, counting)
   g. physical education (shapes, rhythms)

E. Provides real-life individual and group experiences in mathematics

1. Reinforce counting with the calendar

2. Getting materials ready for snacktime

3. Counting off for games

4. Developing classroom telephone directories

5. Keeping track of the weather

6. Cooking recipes

7. Rearranging space and measuring

8. Recording data collection through tallying and graphing (e.g., eye color, hair, won/lost records of college or professional sport scores, lion/lamb days in March)

F. Helps children recognize that mathematics surrounds and enhances life

1. Bus schedules

2. Cookbooks

3. Clocks

4. Calendars

5. Temperature signs

6. Street numbers

7. Highway signs

8. Phone numbers

G. Fosters a positive attitude toward mathematics

1. Models interest and excitement about acquiring math skills

2. Provides an interesting variety of materials

3. Helps children learn that math is a needed part of functioning in our world

II. ISSUES SURROUNDING MATHEMATICS

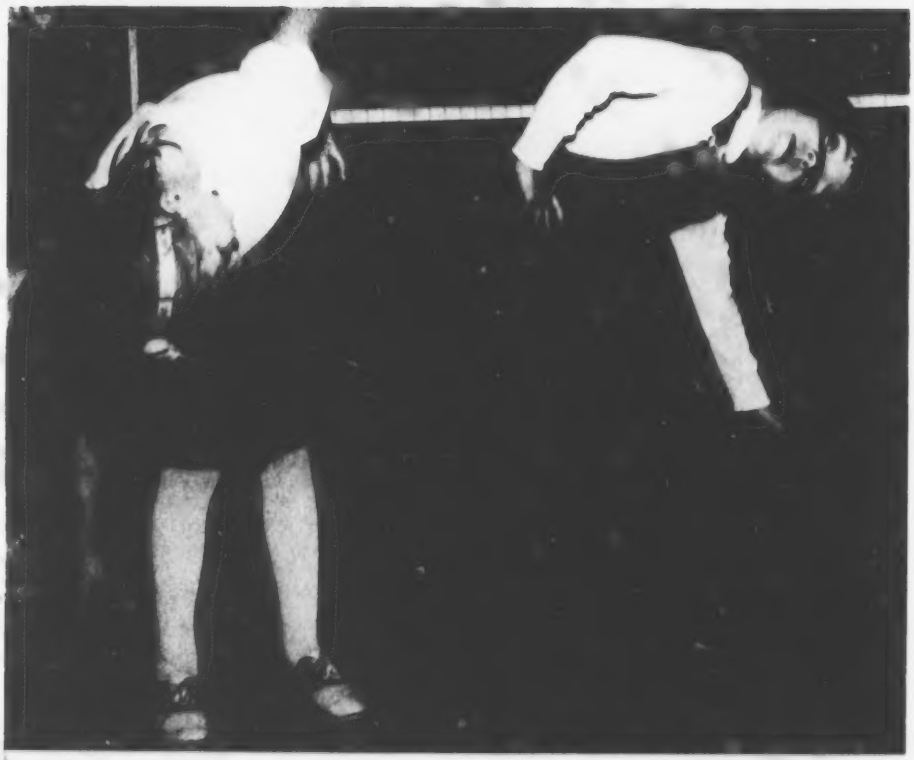
A. Use of math as an ongoing life-long process

B. Manipulative activities vs. paper and pencil activities

C. Computer math for Kindergarten children

D. Parent expectations for child

E. Standard and metric math



MUSIC

Music is the art and science of combining sounds with melody, rhythm, harmony, and tonal quality. Music evokes a creative expression and response. It is a vital and natural part of life.

Music enriches life because it is a common language; it gives meaning to the expression of emotions; it creates understanding of other cultures and traditions; it enhances social experiences; it heightens aesthetic appreciation; it may call forth responses and it may provide personal enjoyment.

Organized and unorganized musical events allow for the expression of various cultures and traditions. Music allows persons to transcend the environment by transforming and extending their experiences.

Music for the Kindergarten child may involve the use of sounds to express rhythm, dynamics, tempo, pitch, tone quality, form and textures. Music also involves producing sounds through singing and playing instruments. Music allows the young child to organize or create sounds.

Enjoyment is a dominant focus of the Kindergarten music curriculum. Kindergarten children learn best when their whole being is involved and for this reason music needs expression through movement. Music experiences support and strengthen all areas of the curriculum.

I. THE KINDERGARTEN TEACHER

A. Manages the music program

1. Organizes and manages a child-centered physical learning environment for music
2. Observes children intelligently and knows each child's level of musical development
3. Individualizes music in order to meet the levels of need shown by assessment
4. Provides opportunities for optimal musical development for each child
5. Plans, organizes and carries out music lessons
6. Helps children make choices about what is to be learned from the musical environment

B. Understands the content of music

1. Listening

   a. knows and appreciates a variety of music forms (e.g., opera, symphony, folk, jazz, rock, bluegrass)
   b. knows melody, harmony and rhythm

2. Movement

   a. knows and appreciates dance forms
   b. knows and appreciates ways in which one can move to music, including hop, skip, jump, sway, rock, run and gallop
   c. knows and appreciates the opportunity to create one's individual response to a variety of musical forms

3. Singing

   a. has the ability to sing confidently, in tune and with sufficient volume
   b. has the ability to sight-read music
   c. has the ability to understand the duration of written notes
   d. understands pitch, breathing, phrasing and interpretation of music
   e. understands the use of appropriate records for accompanying singing
   f. has developed a repertoire of songs appropriate for Kindergarten children

4. Playing instruments

   a. has the ability to accompany a group on one of the following:

      (1) Keyboard instrument: organ, piano
      (2) String instrument: guitar, ukulele, autoharp
      (3) Wind instrument: recorder, flute, trumpet
      (4) Percussion instrument: drum, tambourine

   b. is able to hear differences in pitch, timbre and dynamics in music

5. Creating

   a. Has the ability to adapt existing songs and write new lyrics
   b. has the ability to modify the rhythm of existing songs
   c. has the ability to use sounds in a variety of ways to create different moods
   d. has the ability to move to music in a variety of ways
   e. has the ability to create new melodies or rhythms to existing songs

C. **Provides a variety of teaching strategies and materials for music**

1. Writes music lesson plans
2. Teaches note songs
3. Teaches singing, listening, playing instruments, moving and creating new music in both formal and spontaneous settings
4. Teaches and uses a variety of movement experiences
   a. teacher-initiated lessons
   b. spontaneous playtime actions
5. Provides music for individual interests and creative activities
6. Produces and uses units, themes, learning centers and interest centers for music learning
7. Uses a range of songs appropriate for young children's voices
8. Uses appropriate criteria for choice of songs to teach
9. Makes available a variety of materials and equipment for the production of music
10. Incorporates the music resources of the school and community and uses them to enhance the program

D. **Integrates music with other areas of the curriculum**

1. Integrates music into classroom activities whenever possible
2. Incorporates music appreciation and abilities into spontaneous activities
3. Plans music activities appropriate to specific art, play, science, physical education, mathematics, pre-reading, health and social studies learning
4. Integrates music as a creative expression with aspects of cognitive growth
5. Helps children deal with musical ideas through play and manipulation of materials
6. Helps children learn to define sounds by symbols and words

E. **Provides real-life individual and group experiences in music**

1. In listening

   a. to sounds around them
   b. for rhythmic patterns
   c. to a variety of music forms
   d. for mood, melodic movement, pitches and steps in music

2. In movement

   a. to a variety of music forms
   b. with recordings, tapes, television and radio programs that encourage movement

3. In singing

   a. to emphasize the process of singing
   b. which helps children to see how music is written
   c. to give each child a repertoire of songs

4. In playing

   a. to develop simple sounds with instruments
   b. To distinguish between the sounds of a variety of instruments

5. In creating

   a. to explore variations of songs, movement and use of instruments
   b. to make their own movement

F. **Helps children recognize that music surrounds and enhances life**

1. Teaches children to hear sounds in the environment, such as

   a. electronics: television, radio and stereo
   b. located in the church, parks, concert halls or parades
   c. bird songs, crickets
   d. music boxes, chimes, doorbells, wind chimes
   e. music piped into elevators, phone systems, buses, offices

2. Sensitizes children to the dangers of loud music

3. Helps children learn that much music and sound can be turned off

G. **Fosters a positive attitude toward music**

1. Conveys enthusiasm about, and a love for, music

2. Helps children find pleasure in contributing to a social experience by singing, playing, listening and moving with other children

3. Helps children understand the artistic qualities in music literature

4. Encourages music as a vehicle for creativity and self-expression

5. Helps children appreciate the contributions of other cultures to our musical heritage

6. Values the subjective aspects of music

7. Helps children increase their personal satisfaction in music

8. Helps children realize the importance of music in their lives

II. **ISSUES SURROUNDING MUSIC**

A. The emphasis on individual and group performance

B. Teacher anxiety about teaching music

C. Availability of music specialists for Kindergarten

D. Lack of school resources for the music program

E. Placement of music in the daily schedule

F. Teacher performance competencies on instruments

G. Teacher understanding of the artistic qualities in music literature of various styles, and cultures

H. The place of historical and cultural aspects of music

PHYSICAL EDUCATION

Physical activity is a natural human attribute. Through physical exploration, individuals learn about themselves, others and the world. Sensory perception, kinesthetic awareness, large muscle development and fine muscle development are necessary to function in life with independence.

Physical growth, development, and well-being are basic to the cognitive, emotional and social development of the child. Control and use of the body is intertwined with learning and self-concept. Large and small motor skills are involved in the implementation of numerous learning experiences.

In Kindergarten, a wide variety of physical activity involving large and small muscles needs to be provided in appropriate sequence and to be adapted to individual growth patterns and individual pace.

I. THE KINDERGARTEN TEACHER

A. Manages the physical education program

1. Through provision of appropriate space

   a. large open spaces which enhance freedom of movement
   b. table and floor space for small muscle activities

2. Through provision of appropriate equipment and materials

   a. for large muscle activities
   b. for small muscle activities

3. Through diagnosing, assessing, planning, implementing and evaluating the physical education program

4. Through awareness of, and provisions for, safety

B. Understands the content of physical education

1. Principles of physical growth and development

   a. the meaning of the terms "growth" and "development"
   b. physical growth and development may or may not parallel cognitive, social or emotional development
   c. physical growth and development progress from the general to the specific

      (1) whole body to body parts
      (2) large muscles to small muscles

   d. physical growth and development is sequential

e. there are periods or times in a child's growth and development when certain physical growth can be most readily enhanced
f. physical achievement is related to both heredity and environment

(1) biological growth
(2) innate ability
(3) physique and temperament
(4) opportunities and experiences
(5) family and social influences

g. there are certain characteristics that the majority of children of Kindergarten age have in common, but "norms" are figures which represent average growth and are **not** ideals to be striven for
h. competition is inappropriate for most young children

2. The relationship of physical education to cognitive, social and emotional growth and development

a. physical activity is basic to learning
b. the child uses physical activity as a means of learning about self and the world
c. physical self-control results in an efficient use of the body
d. physical activities influence self-image

(1) what the body does outwardly is related to what the child feels inwardly
(2) awareness of what he or she can do provides the child with a new and growing self-respect
(3) physical achievement provides joy in the child's life
(4) physical experience helps the child develop judgment
(5) physical activity is a means of emotional release
(6) competition and comparison with others is detrimental to the self-concept of young children

e. physical development does not take place in isolated experiences, times and places

(1) cognitive and motor skills are highly integrated
(2) social interaction is a part of many physical activities
(3) physical development provides new uses of the body

f. understands the outcomes of force, space, time and speed

C. **Provides a variety of teaching strategies and materials for physical education**

1. Appropriate teaching strategies which include

a. modeling and imitation
b. direct instruction
c. controlled exploration
d. elaboration

2. Activities which provide individual opportunities in

   a. exploration and discovery
   b. repetition
   c. modification
   d. elaboration

3. Activities which provide opportunities for rhythmic movement

   a. speed
   b. force
   c. flow
   d. time
   e. space

4. Materials and equipment

   a. with an educational purpose
   b. of quality craftsmanship and durability
   c. which are safe for children
   d. which are stored near their place of use
   e. which are available to the children

5. Organization and space

   a. in the classroom
   b. in outside play spaces
   c. in the gymnasium

6. Time

   a. a scheduled time for large motor experiences
   b. playtime which provides opportunities for self-selected large motor and fine motor activity

D. Integrates physical education with other areas of the curriculum

1. Uses physical activity as a vehicle to enhance and extend learning in the creative arts, including poetry, storytelling, creative dramatics, music and dance

2. Uses physical activities to foster the development of oral, written and nonverbal communication

3. Fosters listening skills through movement in response to rhythm, dynamics and sound patterns

4. Uses physical activities to foster the development of basic concepts and vocabulary (e.g., positions in space, balance, weight and number)

5. Uses movement activities to promote a sense of self

6. Takes advantage of the natural opportunities offered in various curricular areas to use physical activities to catch feelings and thoughts

7. Fosters awareness and understanding of other cultures through games, songs and dance

8. Promotes social development through the teaching of turn taking, following rules, cooperation and good sportsmanship

9. Uses physical education to develop concepts of health, nutrition and safety

10. Helps children apply the principles of movement (time, space, force, speed and flow) in their everyday movements throughout the day

11. Uses movement activities therapeutically

E. Provides real-life individual and group experiences in physical education

1. Small muscle activities (examples):

pouring	folding	weaving
buttoning	holding	cutting
zipping	ordering	stapling
buckling	lacing	pasting
tying	punching	nailing
snapping	tracing	sawing
crayoning	drawing	screwing
painting	writing	threading
fitting	rolling	turning
nesting	squeezing	twisting
rubbing	stretching	stirring
pounding	typing	spreading
spooning		

2. Large muscle activities (examples):

walking	sliding	stooping
hanging	wiggling	throwing
stretching	dodging	twirling
pulling	stopping	balancing
skipping	catching	creeping
marching	bending	jumping
tiptoeing	twisting	stalking
lifting	hopping	climbing
crawling	galloping	dancing
running	freezing	swaying

F. **Helps children recognize that physical activity surrounds and enhances life**

1. In play activities
2. In recreation and leisure activities
3. In sports activities

G. **Fosters a positive attitude toward physical education**

1. Through modeling
2. With an undertanding of the influence of early experiences on ultimate achievement
3. By encouraging physical activities which are demanding but not competitive
4. Through reinforcement of personal qualities of good sportsmanship, cooperation, self-control, self-confidence, self-respect and respect for others
5. Through encouraging interest in participating in sports and physical activities throughout life

II. **ISSUES SURROUNDING PHYSICAL EDUCATION**

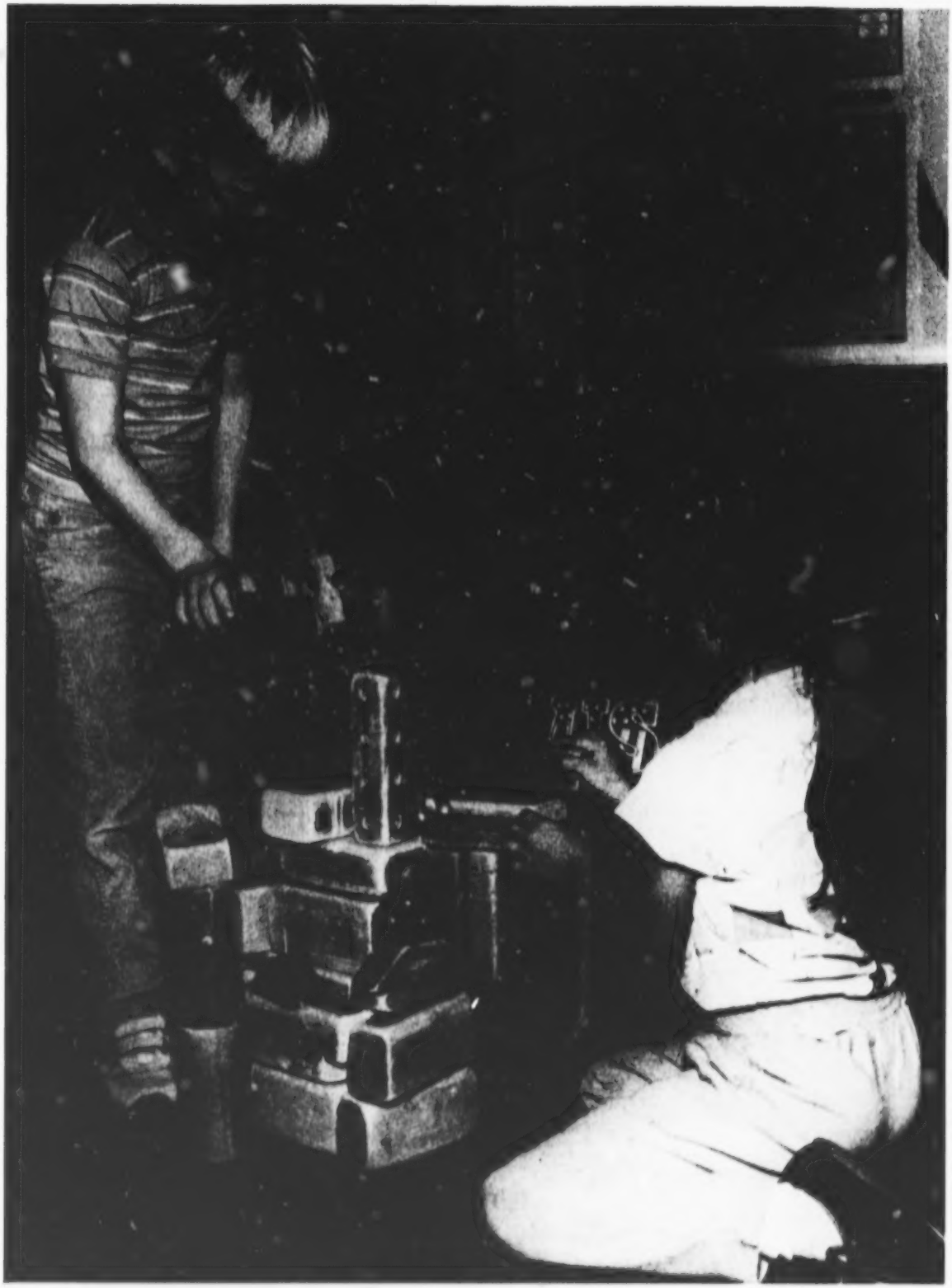
A. Values of remediation for special education students

B. Lack of teachers trained in physical education

C. The risk of injury

D. Increased emphasis on team sports (hockey, tackle football, softball) for young children

E. The availability of physical education specialists for Kindergarten children



PLAY

Play is the way the child learns that which no one can teach. Play is not only appropriate, but essential for the child's development and is, therefore, a necessary component of the Kindergarten curriculum. Play is the keystone Kindergarten activity and must occupy a sizable block of time in the daily schedule. The opportunity for child-selected playtimes should be included along with planned teacher-directed activities in the Kindergarten day.

Our culture underestimates the role and value of play. Play is an essential, lifelong human activity, the form of which varies by developmental stage.

Play arises spontaneously from within the child. It is the child's way of learning about self, others and the world. Play for the Kindergarten child must be self-chosen, self-directed, self-scheduled and self-satisfying.

I. THE KINDERGARTEN TEACHER

A. Manages play in the classroom

1. Plans for uninterrupted time in which the children can play

2. Arranges space within the classroom in order to foster play

3. Gathers and maintains materials to contribute to and enrich children's play

4. Rotates materials and provides novel objects from time to time

5. Provides opportunities for the teacher to observe and assess spontaneous behavior

    a. choice of toys
    b. choice of friends
    c. interpersonal reactions and relationships
    d. family patterns
    e. conversations
    f. time on task
    g. peer-to-peer teaching
    h. learning style

6. Facilitates and extends children's play through teacher participation

7. Monitors the atmosphere of the play environment

8. Ensures a protected and positive atmosphere for play

9. Allows discussion subsequent to play on any problems encountered and encourages problem solving

B. **Understands the content of play**

1. Knows the developmental stages of play

   a. solitary
   b. parallel
   c. spontaneous
   d. cooperative

2. Knows that Kindergarten children vary greatly in their ability to play

3. Knows that there are different kinds of play

   a. physical play
   b. manipulative play
   c. dramatic play
   d. games with rules

4. Knows the positive outcomes of play

   a. creative

      (1) imagining
      (2) pretending
      (3) encountering, exploring and expanding new ideas
      (4) being spontaneous
      (5) having adventures
      (6) taking risks
      (7) dealing with power
      (8) incorporating new experiences

   b. physical

      (1) gaining a sense of body awareness
      (2) gaining competence and mastery of body
      (3) practicing and gaining physical skills
      (4) developing strength and agility
      (5) improving sensorimotor skills (connection of mind and muscle)

   c. emotional

      (1) recreating experiences
      (2) managing feelings
      (3) gaining confidence
      (4) assuming and exploring a wide range of human emotions
      (5) working through unresolved situations and personal experiences
      (6) experiencing a sense of power

d. social

(1) relating to peers
(2) making friends
(3) learning to live with others and to enjoy them
(4) getting to know new children
(5) learning to do things with others
(6) learning to help
(7) learning to share ideas with others
(8) solving social relationship problems
(9) learning social rules
(10) learning to be a participant in group activity
(11) learning to be both a leader and a follower
(12) appreciating diversity in thought and action

e. cognitive

(1) gaining and integrating information about physical properties of objects
(2) learning about and exploring the natural world
(3) developing communication skills
(4) developing and defining vocabulary
(5) interacting with the material and human environments
(6) using diverse approaches to solving problems
(7) learning to try to do new things
(8) having curiosity stimulated

C. **Provides a variety of teaching strategies and materials for play**

1. Allows opportunity for children to learn

a. at their own ability level
b. at their own rate of learning
c. through their own learning style

2. Offers an ever-changing constellation of play areas

3. Makes changes in response to children's developmental needs

4. Makes changes in response to children's interests

5. Assesses and makes changes in the play activities and the play environment

6. Provides blocks of time which are adequate for the development of productive play

7. Uses strategies to ensure that each child has a variety of play experiences and play companions

8. Develops background knowledge for play by using experiences and resources, such as books, pictures, field trips and resource people

9. Facilitates play through means such as the provision of materials, appropriate questions and teacher participation

10. Uses play as a means of offering children opportunities for decision making

D. Helps children recognize that play surrounds and enhances life

1. Values children's play in and out of school

2. Values and makes explicit the play activities of people of all ages

E. Provides real-life individual and group experiences in play

1. Makes explicit how the play activity of a child or children relates to real-life happenings

2. Assists children when they wish to initiate play which derives from their life experiences

F. Integrates play with other areas of the curriculum

1. Allows playful exploration of materials prior to their use in later content teaching and learning

2. Uses play activities to integrate, elaborate and reinforce content learnings

3. Relates content learning to playtime experiences

G. Fosters a positive attitude toward play

1. Models appreciation and enjoyment of play

2. Encourages the love and enjoyment of play in children

3. Interprets for adults the joyful play of children as an end in itself

4. Interprets for adults the purpose of play as a vehicle for growth and learning

5. Helps parents become appreciative observers of their children's play

II. ISSUES SURROUNDING PLAY

A. Parents' concerns about play in Kindergarten

B. Principals' and grade teachers' views of play

C. Teachers' role during play

D. The amount of playtime during the Kindergarten day

E. The false dichotomy of play vs. learning

57

SCIENCE

Science is a body of useful and practical knowledge, a process as well as a product, and a way of thinking and arriving at new knowledge and conclusions. Science is a broad field which includes biological, physical, earth and chemical branches of knowledge, as well as investigative methodology and procedures. We exist in the universe, a scientific environment, and we are part of its natural phenomena.

The goal of science education is to prepare thinking citizens who understand the relationships among scientific phenomena and how they affect our daily lives. Discoveries in science bring about new ways of thinking about the universe and new ways of responding to it.

Learning science involves the inquiry method which encourages children to observe, question, predict, gather and record data, conclude and generalize. This method requires individual and group opportunities for firsthand experiences, the sharing of ideas and the exploration of real things.

Values and attitudes are not inherent in scientific thinking, but are applied to it. As children come to understand the neutral aspect of scientific relationships, they discover that values and attitudes arise in our attempts to adapt and control these relationships.

For the Kindergarten child, a significant part of the science curriculum is the acquisition and refinement of scientific thinking skills, rather than the facts of scientific knowledge. This emphasis on process skills provides a firm foundation for more indepth scientific content inquiry in later grades when children reach higher levels of vocabulary acquisition, memory and abstract thinking.

I. THE KINDERGARTEN TEACHER

A. Manages the science program

1. By providing adequate time for science and science projects
2. By providing adequate space for science and science projects
3. By providing an appropriate variety and number of science materials and tools
4. By planning for the science needs of children
5. By providing a balance between individual interests and group needs
6. By setting up center activities for science that are as self-instructive and self-corrective as possible
7. By providing teacher directed activities

8. By serving as a resource for children in their science activities

9. By providing for the reporting of experience, sharing of viewpoints, and the formulation of generalizations and conclusions when appropriate

B. **Understands the content of science**

1. That "science" includes biological, physical, earth and chemical science

2. That the scope of science includes topics, concepts and processes

   a. topics in Kindergarten science may include, but are not limited to

      (1) plants
      (2) animals
      (3) human body
      (4) mobiles
      (5) shadows
      (6) seasons
      (7) weather
      (8) pollution
      (9) structures (e.g., with straws)
      (10) energy
      (11) soil composition (e.g., rocks, dirt, sand)

   b. concepts in Kindergarten science may include, but are not limited to

      (1) properties/characteristics (e.g., temperature, color, texture)
      (2) growth and development
      (3) change (e.g., state, temperature)
      (4) conservation (e.g., resources)

3. Understands basic science concepts

4. Knows how and where science information, materials, tools and equipment can be obtained

5. Knows that science knowledge is acquired gradually over time, through repeated and extended experiences which the child initiates

6. Knows concepts of relative position and motion (e.g., spatial, temporal, and directional relationships between objects, such as toy cars rolling down a ramp)

C. **Provides a variety of teaching strategies and materials for science**

1. Provides exposure to a variety of science materials and equipment in the classroom

   a. natural phenomena (e.g., water, sand, plants, animals and rocks)

b. manufactured materials (e.g., inclined planes, balls, pendula, blocks)
c. tools for observation (e.g., magnifying glasses, lenses)
d. tools for measurement (e.g., thermometers, scales and rulers)

2. Provides exposure to a variety of science materials and equipment found outside the classroom

a. natural phenomena (e.g., streams, wild animals, snow)
b. manufactured materials (e.g., solar panels)
c. tools for observation (e.g., telescopes, field glasses, weather vanes)
d. tools for measurement (e.g., thermometers)

3. Plans opportunities for both groups and individuals to explore and experience

4. Assesses each child's interest and knowledge base

5. Appropriately uses children's ideas and materials

6. Analyzes the child's thinking

a. questions the child sparingly
b. offers the child ideas and/or materials to facilitate comparisons
c. models new possibilities

7. Guides children in beginning uses of the scientific process

a. observing
b. inferring
c. classifying
d. measuring
e. recording
f. predicting
g. hypothesizing
h. drawing conclusions (decision making)
i. experimenting

D. **Integrates science with other areas of the curriculum**

1. Includes science learning appropriately in the social studies curriculum

2. Includes science learning appropriately in art and art media through preparing, mixing, pouring, and using art materials

3. Includes science learning appropriately in math through measurement, comparisons, sequencing, ordering

4. Includes science learning appropriately in language arts through vocabulary learning

5. Includes science learning appropriately in music, through a study of sound, pattern and rhythm

6. Includes science learning appropriately in physical education through experience with body movements

7. Includes science learning appropriately in the play curriculum through exploratory experiences with materials

8. Includes science learning appropriately in the science-related areas of the curriculum:

   a. cooking
   b. nutrition
   c. health

9. Provides for the reporting of experiences, sharing of viewpoints and the formulation of generalizations and conclusions when appropriate

E. Provides real-life experiences in science

1. Encourages exploration of common objects by appropriate:

   a. pushing
   b. pulling
   c. rolling
   d. jumping
   e. blowing
   f. sucking
   g. throwing
   h. swinging
   i. twirling
   j. balancing
   k. dropping

2. Includes and develops science experiences which arise in the normal classroom activities and program

3. Includes and develops science experiences which arise in the lives of the students both in and out of school

4. Provides experiences and materials outside the classroom which can enhance science learning

5. Provides experiences and materials in the classroom which can enhance science learning

6. Provides the tools and equipment needed for science learning

F. Helps children recognize that science surrounds and enhances life

1. Encourages observations and exploration of the natural environment

2. Encourages observation and exploration of the manufactured environment

3. Models a curiosity, appreciation and interest in enviornmental phenomena

4. Demonstrates a variety of exploratory techniques

5. Uses questioning to extend children's awareness of science in their everyday lives

6. Encourages children to use the science processes in problem solving:

   a. observing
   b. inferring
   c. classifying
   d. measuring
   e. recording
   f. predicting
   g. hypothesizing
   h. drawing conclusions (decision making)
   i. experimenting

7. Reinforces children's natural curiosity about the world

G. **Fosters a positive attitude toward science**

1. Models an interest in, and an enjoyment of, the world of science

2. Participates enthusiastically with children in science activities

3. Reinforces children's natural curiosity and interest in the world around them

4. Exhibits an open mind and a willingness to use the scientific process

5. Encourages girls, as well as boys, to become involved in science pursuits

6. Models an attitude of inquiry: What can I do to find out?

II. ISSUES SURROUNDING SCIENCE

A. Teachers have limited science background

B. Low school priority for science

C. Little inservice on science

D. Sex bias in science education

E. Hands-on, concrete experiences vs. the use of textbooks and/or teachers' lectures

F. Developmental theory and implications for teaching science

G. Cost and availability of materials

SOCIAL STUDIES

Social studies has three domains: content, processes, and values and attitudes. Content includes the study of the seven disciplines of anthropology, economics, geography, history, political science, psychology and sociology. By its nature, social studies is responsive to the ever-changing world in which we live and among emerging topics are areas such as ecology, career exploration, energy, current events, technology and global education.

Social studies involves the learning and use of the inquiry method which encourages questioning, investigation and critical thinking. Basic to this method are individual and group opportunities for firsthand experiences, the sharing of ideas and the exploration of real things.

Values and attitudes are inherent in the social studies and bring awareness of varied and diverse values, attitudes and views. The goal of social studies education is to prepare caring, thinking citizens dedicated to preserving the dignity of all peoples and to becoming active participants in community and world affairs.

Children bring to school views which are derived from a multicultural and pluralistic society, as well as from their individual, unique experiences and backgrounds. In the area of the social studies, children are exposed to values and attitudes which are different from their own, learn to respect those who hold differing views and have the opportunity to modify their own views.

For the Kindergarten child, a significant part of the social studies curriculum is the acquisition and refinement of those social skills needed to deal with other children and adults in the Kindergarten and school setting. Understanding of self is basic to the continuing development of those skills and will help children become contributing citizens in a democratic society. Social studies should help children feel good about themselves, become effective group members, gain information to function in their world and to use thinking skills to arrive at reasoned decisions.

I. THE KINDERGARTEN TEACHER

A. Manages the social studies program

1. Takes advantage of daily occurrences in the classroom to teach social skills

2. Provides and arranges appropriate equipment and materials for play episodes emphasizing social learning

3. Arranges and provides appropriate equipment and materials for cognitive learning

4. Creates learning centers allowing for individual or small group experiences

5. Plans and carries out unit activities for common and shared learning

6. Uses whole group time for

   a. social interactions
   b. democratic citizenship learning
   c. acquisition of both incidental and planned cognitive learning

7. Allocates appropriate time for social studies content and skill learning

B. Understands the content of social studies

1. Knows that the social sciences are the disciplines from which social studies evolves: anthropology, economics, geography, history, political science, psychology and sociology

2. Understands that respect for human dignity is an essential component of the social studies

3. Knows how to use processes and skills needed for social studies learning, including: problem solving, hypothesizing, systematic inquiry, inferring, imagining or role playing, evaluating, and critical and creative thinking

4. Knows a variety of skills and techniques for teaching social studies content (e.g., interviewing, predicting, role playing, synthesizing ideas and sampling)

5. Knows the place of materials in social studies teaching (e.g., graphs, charts, maps, globes, pictures, artifacts and other subjects)

6. Understands the importance and place of field trips in the social studies curriculum

7. Understands how change, valuing, acculturation, diversity, cooperation, supply and demand, needs and wants, scarcity, location, interdependence, and cause and effect apply to children's lives

8. Has knowledge of democracy and citizenship and how they can be incorporated into the Kindergarten classroom

9. Knows how to appropriately include current events, holidays, customs, seasonal and special events into the social studies curriculum

10. Understands that children's feelings about self pervade all aspects of learning and influence their viewpoints

11. Knows that children are affected by their experiences with and feelings about others

12. Knows that events in the home, school, community, state, nation and world have an impact on children's lives

13. Understands the need for children to develop moral and intellectual autonomy

14. Understands that personal, political, religious, moral and social values pervade classroom life

15. Has an understanding and awareness of personal values and the implications of teaching or imposing those values and beliefs on children

16. Knows that societal laws and community values influence what may be taught in the classroom and that these may sometimes be in conflict with one another and/or with one's personal values

17. Understands the impact on children of living in an increasingly complex, technological world

    a. children have experiences in which cause and effect are difficult to perceive
    b. children have many abstract and symbolic experiences which may supplant those which are concrete and sensory
    c. children have experiences which are vicarious rather than firsthand
    d. children encounter situations in which it is difficult to discern what is possible and real and what is impossible and fantasy

18. Understands that teachers should be sensitive to the fact that living in a technological society has the potential to influence children in unknown ways

19. Is aware of the implications of the change from an industrial society to an information society

20. Knows current laws in regard to separation of church and state

C. Provides a variety of teaching strategies and materials for social studies

1. Models appropriate behavior

    a. has a sense of self-worth
    b. is accepting of individual differences
    c. uses democratic procedures

2. Researches, prepares and presents thematic topics based on the disciplines of the social sciences through

   a. units
   b. learning centers
   c. projects
   d. field trips
   e. sociodramatic play

3. Plans and prepares the time and opportunity for play

4. Plans and prepares activities in which children explore, learn, act and re-evaluate social studies content

5. Provides appropriate equipment and materials for firsthand social studies learning

6. Provides for a range of individual learning styles

7. Groups children in ways appropriate to the learning tasks

8. Provides opportunities for children to make decisions and solve problems which are related to real situations in their daily lives

9. Creates and makes use of opportunities for children to participate in the governance of the classroom

10. Relates local, regional and world current events to the ongoing curriculum

11. Uses parents, school personnel and community people as resources

12. Uses field trips to provide firsthand experiences which support and extend children's learning

13. Uses creative arts and literature to expand children's understanding of the social world

14. Supports the use of the classroom environment as a laboratory for learning social skills

D. Integrates social studies with other areas of the curriculum

1. Incorporates and encourages social skill development in all areas of the curriculum

2. Finds opportunities in which to use graphs, charts and data collection techniques which integrate social studies and math

3. Uses the common inquiry approaches of science and social sciences

4. Correlates the knowledge in science (what is) with the knowledge in social studies (action of human beings in the world)

5. Uses play to integrate the social skills of cooperation and communication

6. Includes social studies content and skills with play activities in the classroom

7. Includes music, dance, art, physical education, language and literature, health and nutrition with appropriate social studies content

E. Provides real-life individual and group experiences in social studies

1. Makes use of children's real-life experiences, such as: new babies, family trips, grandparents' visits, and family deaths to help them understand their lives

2. Makes use of children's immediate physical environment in the teaching of social studies

3. Uses those current events that provide for appropriate learning

   a. elections
   b. community, national, and world events
   c. economic condition
   d. weather and geologic phenomena
   e. political unrest

4. Invites a variety of resource people into the classroom

5. Adapts plans to allow children to take advantage of the learning potential presented by spontaneous school and community events

6. Uses field trips to appropriate locations in the community

7. Uses daily social relationships and problems as opportunities for teaching social skills

8. Makes explicit for children how values and attitudes are part of daily life

F. Helps children recognize that social studies surround and enhance life

1. Continually relates local and world events to children's daily life

2. Incorporates an awareness of values in the actions and choices of the children themselves and others

3. Includes examples of democratic processes working in classroom, school, local and world community

4. Relates vicarious experiences such as television and movies to broaden and enrich children's lives

5. Makes explicit the use of social studies processes in real-life problem solving

6. Uses evidence of everyday events and materials to create awareness of change

G. Fosters a positive attitude about social studies

1. Chooses content that is relevant to children

2. Provides opportunities in which children have real choices and make decisions in their daily school lives

3. Respects children's individuality, values and choices

4. Models acceptance of cultural diversity

5. Maintains interest and current knowledge of social studies content

6. Accepts classroom problem situations as normal opportunities to help children solve problems

7. Models practices which are consistent with the best social studies processes in daily classroom procedures

II. ISSUES SURROUNDING SOCIAL STUDIES

A. Choice of appropriate subject matter

B. Supply of funds for "away from school" group study trips

C. How beliefs and values may be appropriately taught

D. The implications of living in a multicultural, pluralistic society

E. Population issues

F. Economic inequality

G. The teaching of a global view

H. Racial, sexual, cultural and religious concerns

I. Women's issues

J. Children's rights in regard to: pornographic, exploitation, protection, freedom from abuse and poverty

K. Change in family structure

L. How parenting is taught in schools

M. Conservation of resources

N. Availability of food

O. Land and water use

P. Pollution

Q. Energy use and availability

R. Secular humanism

S. School and church separation; school prayer

T. War and peace issues

U. Competition/cooperation

V. Nationalism and patriotism

W. Proportion and relationship of teaching the disciplines

X. Teaching of politics

Y. Content-process teaching

Z. Relationship of past, present and future

AA. Nuclear power issues, (e.g., waste, energy sources, war)

III. Interpersonal Responsibilities

GUIDING CHILDREN'S BEHAVIOR

Guidance is directing and influencing toward a particular end. The ongoing goal of guidance in the school is responsible behavior and self-direction by the child. This is best accomplished in an atmosphere of respect and trust, in gradual steps through which children gain experience with understanding, evaluating, decision making and responsibility for their own choices and actions.

The beginning Kindergarten teacher should be able to assess and evaluate children's behavior for the major purpose of helping them insert reason between impulse and action. In that light, guiding children's behavior should be directed on a positive level and discipline problems should be viewed as part of the curriculum, not as intrusions into learning.

I. THE KINDERGARTEN TEACHER

A. Manages children's behavior

1. Plans a classroom environment which is accepting of individual behavior differences

2. Provides a stimulating environment which prevents behavior problems that might arise from student boredom and lack of meaningful involvement

3. Serves as a model for effective classroom and interpersonal behaviors

4. Accepts problem situations as positive opportunities in which children may learn to take responsibility for their own actions

5. Uses effective one-on-one remediation techniques for serious behavior problems

6. Plans with an understanding that learning to act appropriately is as important as learning to read, write, compute and be involved in science and social studies

7. Uses other school personnel in identifying and treating serious behavior problems

B. Understands the content of behavior management

1. Understands how personal value systems affect one's perception of, and response to, children's behaviors

2. Understands appropriate expectations for the behavior of Kindergarten children

3. Understands that there are certain times of the day and areas of the classroom environment which create potential behavior problems

4. Knows techniques for observing children's behavior

5. Knows the place of classroom environment, transition procedures and management of routines for promoting positive behavior

6. Knows a variety of philosophical views and management systems, how they are implemented, and how parts of each system may be useful for individual children in certain situations

7. Knows that a variety of home values and discipline approaches will be reflected in the behavior of children in school

8. Knows how the value system of the school affects perceptions and responses to the children's behavior

9. Knows current laws, regulations and policies concerning discipline techniques, including corporal punishment and timeout conditions

10. Knows the importance of home-school contacts for providing good communication in regard to behavior problems

11. Knows a variety of prevention and redirection techniques

12. Know the importance of setting identifiable individual and group goals for promoting self-control

13. Knows appropriate follow-up activities which reinforce continued positive behavior

14. Knows when and how to refer a child who is having serious behavior problems

15. Knows which specialists and agencies are available for referral

16. Knows sources for obtaining research in the area of behavior management

C. Provides a variety of strategies and materials for guiding behavior

1. Employs preventive techniques

   a. uses a consistent system of routines
   b. provides adequate materials, equipment and activities at a variety of levels
   c. plans for high involvement of pupils in activities
   d. plans success-oriented activities
   e. uses differentiated dismissal and clean-up techniques
   f. plans structured transition times

g. discusses potential problem situations with children
h. sets individual and group goals for behavior

2. Employs techniques which establish a climate of acceptance, trust and cooperation

a. uses positive verbal statements
b. demonstrates open non-verbal communication
c. models appropriate responses to words, actions and situations
d. offers choices of behavior
e. accepts children while dealing with their inappropriate behavior
f. values diversity
g. reinforces approximations of desired behavior
h. uses individual and group behavior modification
i. uses contracts
j. encourages individual and group problem solving

3. Employs techniques which reflect a problem-solving orientation to behavior

a. systematically observes the children
b. identifies behaviors
c. determines possible causes
d. projects possible solutions
e. examines the consequences of each possible solution
f. implements the selected solution
g. evaluates the outcomes

D. Integrates guidance of children's behavior with other areas of the curriculum

1. Uses ongoing classroom behavior problems and situations as the means for helping children analyze their individual and group responsibilities

2. Uses reported incidents from newspapers, other classrooms and other sources to help children analyze their individual and group responsibilities

3. Elicits from children, in a non-judgmental way, alternatives of negative behavior and helps them evaluate these choices for future situations

E. Helps children recognize that managing their own behavior is important in everyday life

1. Helps children understand that solving and practicing behavior problems in the classroom prepares them to use those solutions in other situations

2. Assists children in identifying and analyzing potential problems which they may encounter

   a. dangerous strangers
   b. unsafe materials (e.g., matches, poisons, medicines)
   c. unsafe situations (e.g., discarded refrigerators, playing in streets or unoccupied buildings)
   d. inappropriate language and gestures

3. Helps children realize that life is a series of decisions and actions which influence and have impact on mental, social, emotional, spiritual and physical development

4. Assists children in understanding that getting along, caring about others and developing friendships are important

5. Assists children in understanding that people are judged in life by their actions

F. **Fosters a positive attitude toward children's responsibility for self and others**

1. Helps children learn to accept themselves as worthwhile and unique human beings who are capable of growth

2. Helps children view their own and other's uniqueness as both positive and problematic to interpersonal relations

3. Helps children understand that life is full of situations that impinge on their personal needs and desires and that problem solving will produce the most effective settlement

4. Helps children understand that norms of behavior very according to the values held by the group (e.g., church, family, school, peer group, government)

II. ISSUES SURROUNDING BEHAVIOR MANAGEMENT

A. The conflicting views presented by the multitude of approaches to behavior management

B. The problems presented when the individual teacher's value system differs from the behavior management program of the school

C. The problems presented when home and school have conflicting values

D. The difficulties involved when there are contradictory points of view regarding behavior management among adults who work in the same classroom

E. The difficulties involved with contradictory approaches to behavior management used by various school personnel (e.g., school psychologist, principal, social worker, nurse)

F. The changing definition of acceptable behavior management practices as determined by the judicial system

G. Uncertain status of children's rights

PROVIDING FOR INDIVIDUAL DIFFERENCES

Life in a group requires mutual respect, consideration and a proper balance between group needs and individual needs. Our democratic society is based on a balance between the rights and needs of the individual and the concept of majority rule. Individuals have the right to be unique. The multicultural, pluralistic nature of our society is enriched by personal diversity.

The role of the school is to enculturate children into the wider society. While this process necessarily limits and directs children, it should not mold children into membership in conforming and compliant groups without regard to their individual differences and needs. The individuality of each child should influence the events and activities of the program and every human interaction in the Kindergarten classroom. Sensitive, competent teachers respect and value diversity and adapt program goals and practices in ways which are responsive to individuals.

I. THE KINDERGARTEN TEACHER

A. Understands the concepts of individual differences

1. The diverse theories of child development

    a. how each theory relates to one's own view of children
    b. the implication of each theory for programming for individual differences

2. The principles of child growth

    a. stages of development
    b. norms
    c. ranges within normal development
    d. atypical development

3. The personal bases of individual differences

    a. gender
    b. race
    c. family position
    d. physical characteristics
    e. temperament
    f. giftedness
    g. disability
    h. experiences

4. The sociological bases of individual differences

    a. family constellation, values and practices
    b. ethnicity
    c. culture

d. socioeconomic level
e. religion
f. geographic variables

5. The diverse theories of learning

a. how each theory relates to one's view of how children learn
b. the implication of each theory for learning

6. The facets of individual learning differences

a. style
b. mode
c. rate
d. ability
e. interest
f. motivation

7. Individual development over time

a. from outer control to inner control
b. from concrete to abstract

B. Supports and provides for the individual differences of children through

1. Accepting each child

a. as a physical being
b. as a unique personality
c. as a respected thinker
d. as a creative imaginer
e. as an able doer
f. as a person with strengths and weaknesses

2. Systematic observation of each child

a. in a variety of situations
b. with a variety of people
c. using a variety of materials
d. in a variety of environments

3. Appropriate use of assessment, recording, interpretation and records

a. avoids stereotyping
b. uses only accurate and helpful groupings
c. avoids the use of meaningless labels
d. uses analysis of individual progress rather than child/child comparisons

4. Professional reporting to parents

   a. respects the values and the standards of the family
   b. is considerate of emotional implications
   c. respects confidentiality of other students and families
   d. avoids comparisons

5. Adaptation of the curriculum to meet individual needs

   a. design and arrangement of the physical environment
   b. appropriate grouping of children
   c. appropriate scheduling and pacing
   d. appropriate materials, resources and equipment
   e. appropriate expectations and goals
   f. appropriate content and activities
   g. appropriate rules and requirements

6. Recognition that children with individual differences in giftedness, disability or unusual social backgrounds may require special expertise

   a. specialized and specific knowledge and understanding by the teacher
   b. the assistance of special education resource persons

C. Helps children understand individual behavior by

1. Being a model of acceptance

2. Discussing differences in individual reactions (e.g., to people, events, materials)

3. Helping children understand why people behave in a variety of ways

   a. provides possible reasons for the ways in which people behave
   b. elicits possible reasons for the ways in which people behave

4. Using literature that includes situations pertaining to specific behaviors

5. Exposing children to a variety of people, situations, environments

6. Using appropriate situations and events which occur during the school day as opportunities to help children understand one another's perspectives

FOSTERING HOME-SCHOOL RELATIONSHIPS

Because both the home and school have responsibility for children, a working relationship must be established so that differences may be acknowledged and understood and commonalities reinforced. An effective home-school partnership is achieved through frequent communications and by careful planning for, and implementation of, a variety of parent involvement activities which take place throughout the school year. Research substantiates the fact that parent involvement reinforces the child's success in school and develops positive parental attitudes.

I. THE KINDERGARTEN TEACHER

A. Understands the bases of home-school relations

1. Education is dual home-school responsibility
2. Parents have the right to be apprised of the school program and their child's progress in it
3. The school staff has the expertise and the means of initiating a varied and positive communication and involvement
4. Communication with the home positively affects parents' satisfaction with school

B. Manages an effective parent involvement program

1. Makes parents aware of the specifics of the curriculum
2. Makes parents aware of the possibilities for lending appropriate resources to the curriculum
3. Makes parents aware of possibilities for becoming resource people through sharing interests, hobbies and collections
4. Encourages parents to serve as salaried or volunteer aides
5. Makes parents aware of home and community follow-up activities
6. Encourages parents to serve on advisory or policy boards

C. Is aware of, and effectively uses, the various forms of parent communication

1. Written communication
    a. beginning of the year information
    b. curriculum overview information
    c. monthly curriculum information
    d. informal notes
    e. special events or needs

2. Meetings

   a. "open house" nights or days
   b. all-school events
   c. special group meetings
   d. PTSA/PTO meetings

3. Classroom visitations

   a. scheduled and unscheduled daytime visits
   b. scheduled evening visits

4. Home visits

5. Conferences

   a. telephone
   b. in-school

6. Other

   a. parent bulletin board
   b. parent lending library
   c. report forms
   d. classroom or school newsletter or newspaper
   e. parent coffee room

D. Helps parents understand

1. The uniqueness of each child's education within the total group

2. The importance of the home-school relationship to their child's success in school

WORKING WITH SCHOOL ADULTS

The Kindergarten teacher's role as co-worker with other school adults requires different knowledge, attitudes and skills from the role of teacher of children. Unique, interpersonal skills are needed when working with adults and are crucial to success in the teaching profession.

I. THE KINDERGARTEN TEACHER

A. Understands that

1. Kindergarten teachers are integral members of a group which functions for the education of children

2. The personnel with whom they will work may include

-custodians and engineers
-aides
-bus drivers
-nurses
-lunchroom personnel
-substitutes
-principals
-other administrators
-curriculum specialists
-guidance counselors
-elementary and secondary school staff members
-school secretaries
-first grade teachers
-other Kindergarten teachers
-prekindergarten teachers
-school psychologists
-special education teachers and consultants
-social workers
-librarians and media specialists
-school board members
-technology specialists

3. Each support person serves an important function in the workings of a total educational program

4. Among school adults there will be diverse philosophies about how to relate to young children

5. Each support person has a unique perception of her or his own role in contributing to the education program

B. Maintains professional standards

1. Limits her or his discussion of Kindergarten children to professional purposes only

2. Shows respect by refusing to participate in devisive discussions about colleagues

3. Respects diverse philosophies and differing viewpoints

4. Accepts evaluation and constructive criticism

5. Is open to new ideas and change

6. Respects and abides by school policies and rules

7. Presents an appropriate appearance

8. Maintains appropriate confidentiality about school personnel, children and practices when dealing with parents and the community

9. Shares expertise with colleagues

10. Participates in the ongoing school organization

    a. serves as a member of committees
    b. accepts supervisory duties
    c. participates in curriculum development

11. Adapts to the protocol or unwritten policies of the school

C. Helps children adapt to the differing personalities, expectations and philosophies of the other adults whom they meet in the school setting

1. By modeling appropriate acceptance and cooperation

2. By explaining varying expectations

USING THE POLITICAL PROCESS

The political structure of our society is increasingly involved in our schools and in the profession of teaching. As professionals who are also public servants, teachers need to be especially knowledgeable and aware of how political people, processes and parameters determine, define, limit, establish, support and enhance their roles and their work.

I. THE KINDERGARTEN TEACHER

1. Knows the people, agencies and institutions which impact her or his work with children and a teacher's professional life

   a. parents and parent organizations
   b. teachers and other staff
   c. building administrators
   d. district administrators
   e. school boards
   f. professional organizations and unions
   g. state board of education
   h. board of teaching
   i. department of education
   j. the governor
   k. state legislature
   l. court system
   m. federal government

2. Has knowledge about how the above people, agencies and institutions function and exercise power in policy making, regulating and passing laws

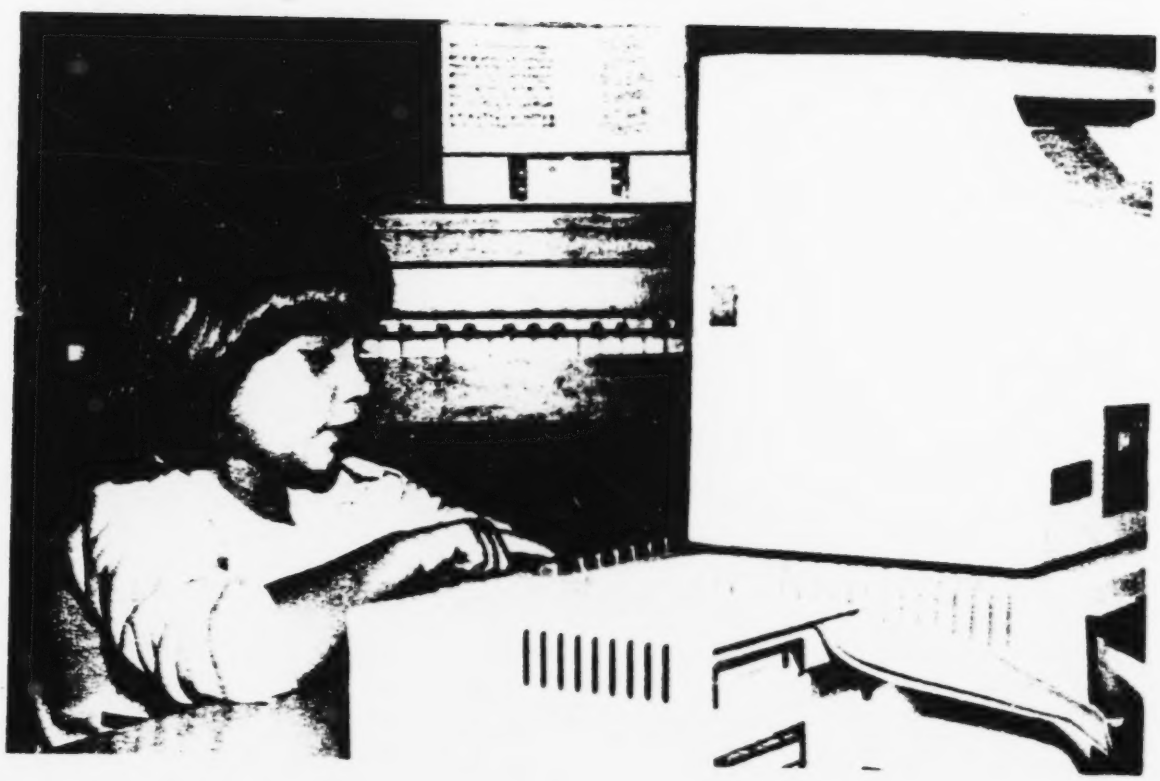
3. Understands how the political process affects teachers and teaching

4. Has knowledge of specific laws and regulations that pertain to teaching and children

   -separation of church and state
   -desegregation
   -busing laws
   -collective bargaining
   -due process
   -liability
   -special education
   -title programs
   -immunizations
   -health records
   -accident reports
   -child abuse
   -corporal punishment
   -child protection laws
   -attendance age
   -custody
   -personal files of teachers and students
   -screening
   -insurance

5. Understands that involvement in the political process at the local, state and federal level is the teacher's right and responsibility, e.g., voting, working on campaigns, running for office, writing letters, signing petitions, attending public meetings and supporting action groups.

IV. Program Responsibilities



PLANNING

Planning is making educational decisions about who, what, why, where, when and how. It includes organizing the curriculum into a logical scope and sequence which incorporates decisions about the goals and objectives, available time, resources, group size and characteristics and the total school program.

Planning is basic to the successful execution of learning experiences and the achievement of the selected goals and objectives. It must be done on the basis of identified needs and interests of the children and incorporate the goals of the school's curriculum. There are many forms of planning, including: yearly, unit and individual lesson plans.

Still another important element to consider in planning is the daily schedule where specialists' time is a part of the instruction plan. Thus, a balanced curriculum that has stability and variety is ensured. The schedule reflects the philosophy and goals that the teacher needs to accomplish.

I. THE KINDERGARTEN TEACHER

A. Manages a program and environment which reflect good planning

1. Defines program goals and objectives
2. Arranges the physical environment to facilitate program goals
3. Identifies and obtains materials and resources necessary for the program
4. Determines the time needed for the various components of the program
5. Obtains or creates evaluation instruments and procedures for the program

B. Understands the content and principles of planning

1. Knows the individual characteristics of the children
   a. developmental levels
   b. background and experiences
   c. individual interests and needs
   d. learning styles
2. Knows the characteristics of the school
   a. state, district and building-level requirements
   b. multicultural makeup
   c. socioeconomic level of the school community
   d. geographic range of the school population

e. size of school
f. methods of discipline and management

3. Knows the instructional and educational program

a. scope and sequence, goals and objectives of every curricular area in Kindergarten, in relationship to the total elementary school program
b. the variety of objectives which can be incorporated in the lesson from different curricular areas
c. availability and procedures for acquiring resources
d. availability and procedures for making use of other school adults

4. Knows the principles of scheduling

a. Balance

(1) whole group/small group/individual
(2) active/quiet
(3) teacher-directed/child-selected

b. Time

(1) integration of curricular areas
(2) appropriate blocks of time for separate curricular areas

c. Plans effective transition activities between time blocks
d. Is able to deal with spontaneous interruptions in the daily schedule

5. Knows the basic parts of a lesson plan

a. the goals and purposes
b. the beginning (introduction/motivation/focusing events)
c. procedure
d. evaluation during lessons
e. closure
f. pre- and post-assessment of skills and contents
g. materials

C. Implements a well-planned program

1. Writes organized plans in advance

2. Arranges the physical environment for the specific learning experiences

3. Groups children for specific learning experiences

4. Gathers/prepares materials before beginning each learning experience

5. Incorporates a variety of objectives, from various areas of the curriculum into specific learning experiences

6. Plans effective transitions

7. Deals with spontaneous interruptions in the daily schedule

D. Develops plans for different purposes

1. The principal

2. Substitutes

3. Other teachers, when team planning

4. Students' individual education plans

5. Parents

6. Student teachers, aides, volunteers

CLASSROOM MANAGEMENT

Classroom management consists of those activities by which the teacher prepares and maintains the learning environment to enhance and facilitate teaching and learning. This management includes the physical environment, routines and personnel.

I. THE KINDERGARTEN TEACHER

A. Manages the physical environment

1. Space

   a. provides a place in which each child can store personal belongings
   b. provides areas in the classroom for individual, small group and total group activity
   c. provides separate active and quiet activity areas
   d. provides space in which a child can be alone when he or she feels the need

2. Arrangement and Storage

   a. provides an orderly arrangement of equipment, toys and supplies which are accessible to children
   b. teaches children to be responsible for returning materials to their places when finished with them
   c. constructs, or helps children construct, bulletin boards and wall areas which

      (1) are bright, colorful and pleasing to the eye
      (2) include areas for teaching of units
      (3) include areas for the display of children's work

   d. arranges the room in a way that is appropriate for the ongoing curriculum, the size of the facility, group size and characteristics of the group of children
   e. plans with knowledge and recognition of the safety hazards typical of a Kindergarten room and of Kindergarten-age children
   f. assumes responsibility for adjusting light, heat and air conditioning to the needs of the children
   g. arranges activities on appropriate coverings
   h. provides a healthful, restful, draft-free, comfortable environment for the rest period
   i. takes responsibility for washrooms that are clean, attractive and as non-threatening as possible

3. Cleaning

   a. provides proper and sufficient materials for children to use for cleaning up after an activity
   b. assumes responsibility for the supplementary cleaning which special activities entail

      (1) eating or preparation of food
      (2) art activities
      (3) care of animals
      (4) sand or water table

4. Learning/interest centers

   a. provides places in the classroom which reflect each curricular area
   b. provides centers that reflect children's needs and interests
   c. provides a variety of interest centers which are available regularly, (e.g., housekeeping, blocks, manipulatives, large muscle, trucks and cars, music, art, science, library)
   d. provides a variety of learning centers which are topical or skill oriented, (e.g., math, special unit centers, materials brought by children, holiday or seasonal centers)
   e. provides activity area boundaries that are well-demarcated and observable to children

B. Manages Routines

1. Sets up a suitable routine for

   a. arrival and departure
   b. attendance
   c. milk count
   d. toileting procedures
   e. regular group time routines such as calendar, weather, sharing or conversation time
   f. efficient and speedy distribution of materials
   g. cleaning up materials and supplies

2. Carefully explains changes in routines to children

3. Uses routines to help children move from dependence on others toward independence

4. Helps children understand those rules necessary when moving to other parts of the building such as the gym, office, playground, washrooms, nurse's office and other grade rooms

5. Plans and uses a variety of ways of moving children smoothly from one activity to another and from one place in the room to another

6. Teaches children appropriate behavior for emergency situations, (e.g., fire/tornado drills, ill children, accidents, when teacher is called out of the room, custody disputes which surface in school)

7. Teaches children appropriate arrival, dismissal and bus routines

8. Establishes and implements procedures for field trips and visits of resource people

9. Establishes and implements procedures for lunchroom behavior

10. Establishes procedures for the use of washrooms that will keep children comfortable, reduce congestion, keep fears at a minimum and teach good hygiene

C. Manages Personnel

1. Uses good interpersonal relations when working with school personnel

   a. custodians
   b. school secretaries
   c. school nurses
   d. lunchroom workers
   e. principal
   f. curriculum specialists
   g. guidance counselors/school psychologists
   h. first grade teacher(s)
   i. other Kindergarten teacher(s)
   j. bus drivers
   k. librarians
   l. special education teachers
   m. resource teachers
   n. social workers

2. Provides adequate information and direction for persons who work in her or his classroom

   a. has written daily plans
   b. leaves written directions for substitute teachers which will maintain continuity for the children
   c. establishes a trust relationship with aides to facilitate all facets of children's education
   d. gives appropriate direction, supervision and feedback to student teachers

3. Helps children relate to and work with other school personnel

   a. models a spirit of cooperation with other school personnel
   b. prepares children for initial and, when necessary, subsequent encounters with other personnel

MEDIA AND TECHNOLOGY

Media and technology are tools and delivery systems for learning and teaching and, therefore, must be integrated into all content areas. When the firsthand experience is not available, media and technology may provide vicarious, representational experiences to lay a foundation for learning or to reinforce and recall real-life situations.

Media is an ever-present aspect of children's lives, both in and out of school. It is often accessible to children without adult supervision. Because viewing is a primary, receptive communication skill which does not depend on language, the young child has greater access and control of this form of media and can find enjoyment in it. However, because it is so available, it can introduce the child to violent, frightening, sexual or bewildering experiences in the worlds of reality and fantasy. Kindergarten can provide some criteria for viewing and an interpretation of what is seen.

Computer technology creates a valuable or unrealistic sense of control over a microenvironment. It can, in some instances, create a learning situation in which young children work cooperatively. The computer can also provide a system for management of instruction.

Media and technology in the classroom provide teaching opportunities that are able to provide immediate feedback, individualized instruction, flexibility of learning methods, instructional options, self-directed activities and opportunities for children to develop competencies in their use. The computer can provide a system for management of instruction.

I. THE KINDERGARTEN TEACHER

A. Manages the media/technology environment

1. Efficiently obtains equipment and materials
2. Identifies malfunctions and obtains repairs
3. Arranges the environment for optimal use of the equipment
4. Selects appropriate material
5. Integrates the use of media/technology within the lesson by advanced preparation (e.g., threading the film)
6. Has appropriate ancillary equipment available (e.g., bulbs, extension cords)
7. Provides time for the appropriate use of media/technology.

B. **Understands the content of media and technology**

1. Has knowledge and skills in the acquisition, operation and use of the following equipment

   a. film projector
   b. filmstrip projector
   c. slide projector
   d. videotape player/recorder
   e. cassette and reel-to-reel recorders
   f. record player
   g. overhead projector
   h. opaque projector
   i. reproduction machines

      (1) ditto
      (2) mimeograph
      (3) copiers
      (4) thermofax

   j. computer
   k. laminator
   l. dry mount press
   m. language master
   n. radio
   o. television

2. Is familiar with a variety of materials and their production, retrieval, selection and use in enhancing learning

   a. bulletin boards which

      (1) display, teach, reinforce, introduce, review
      (2) can be manipulated by children
      (3) demonstrate variety and change
      (4) are aesthetically pleasing

   b. pictures and posters

      (1) methods for mounting
      (2) methods for enlarging or reducing

   c. letters and lettering

      (1) a variety of lettering styles
      (2) commercial and teacher-made letters

   d. boards (commercial/teacher-made)

      (1) flannel boards
      (2) magnetic boards
      (3) hook boards
      (4) pocket boards

   e. puppets (commercial, teacher or child made)

f. games/learning devices (commercial, teacher/child made)
g. films
h. filmstrips
i. slides
j. photographs
k. diagrams, graphs, charts and maps
l. newspapers and magazines
m. models, dioramas, collections and displays
n. software
o. realia (real things)
p. books
q. audiotapes and records

3. Knows how to produce and use

a. videotapes
b. audiotapes
c. transparencies
d. floppy disks
e. ditto masters
f. slides
g. filmstrips

4. Understands viewing skills

a. viewing is a receptive, communications art
b. seeing is a physical ability; viewing is a learned skill
c. viewing has a variety of purposes: marginal, discriminative, attentive, appreciative, analytical and creative
d. need for a wide variety of viewing opportunities

C. Helps children to appropriately use and respond to media and technology

1. Teaches children how to use selected media equipment

2. Teaches children how to produce selected media items

3. Includes children in the creation of bulletin boards and other displays for the classroom

4. Helps children understand media as a means of communication

5. Gives children a variety of specific viewing/listening tasks

6. Helps children to analyze and evaluate media use and effectiveness

II. ISSUES SURROUNDING MEDIA AND TECHNOLOGY

A. Distortion of content for novelty effect

B. Which values will determine criteria for children's viewing

C. Involvement in education for parents on developing criteria for viewing

D. Teacher's role in adapting to new technology

E. Relationship of media used to time and program

EVALUATION

Evaluation in Kindergarten concerns both the progress of children and the effectiveness of the educational program. The major purpose of evaluation is to facilitate teaching and learning. Evaluation must occur throughout the year, in many forms and in a positive manner.

I. THE KINDERGARTEN TEACHER

A. Manages the evaluation program

1. Provides a climate in which pupil evaluation and program evaluation are ongoing activities

2. Uses many forms of evaluation to ensure a meaningful measure of pupil progress in all areas of growth

3. Works with other professionals in the school who are involved in evaluation activities

4. Organizes a system for recording all evaluation information

B. Understands the content and nature of an evaluation program

1. Evaluation has several purposes

   a. facilitates teaching and learning
   b. produces useful records which provide for continuity
   c. guides decisions about curriculum and teaching
   d. provides feedback on educational and developmental progress
   e. provides accountability to the wider community
   f. compares educational progress with educational goals

2. Effective evaluation is a team function involving the school, home and community

3. Standardized tests compare children with other groups of children while teacher-made tests measure the progress of specific children and groups of children

4. Many tests are available to measure a variety of student traits, including: ability, capability, aptitude, attitude, conduct, and intelligence

5. Tests have many functions, including: screening, diagnosis, placement in groups and placement in programs

6. Evaluation tools take many forms, including: standardized tests, checklists, work samples, anecdotal records, time samples and informal assessments

7. Evaluation tools can be judged to be effective through application of basic criteria: objectivity, validity, reliability and standardization

8. Given the nature of children's test-taking abilities at this age, tests for young children meet testing criteria to a lesser degree than tests for older children

9. Test procedures can have an effect on test results

10. Norm-referenced tests compare levels of progress while criterion-referenced tests measure the accomplishment of an objective

11. There are many issues surrounding the evaluation of pupil progress

12. State legislatures and local administrations often mandate testing and evaluation

C. Implements an effective evaluation program

1. Uses a variety of tools for both pupil and program evaluation

2. Develops new teacher-made evaluation tools as needed

3. Evaluates the wide range of children's growth and progress

4. Integrates evaluation across subject areas

5. Builds evaluation into ongoing activities in the various areas of the curriculum

6. Helps children and their parents understand the content and purpose of evaluation

7. Organizes, when appropriate, volunteers to assist in evaluation activities

II. ISSUES SURROUNDING EVALUATION

A. Evaluation for early entrance

B. Benchmark testing

C. Forms and the method for evaluating pupil progress

D. Teaching for the test

E. Evaluation of hard-to-measure variables